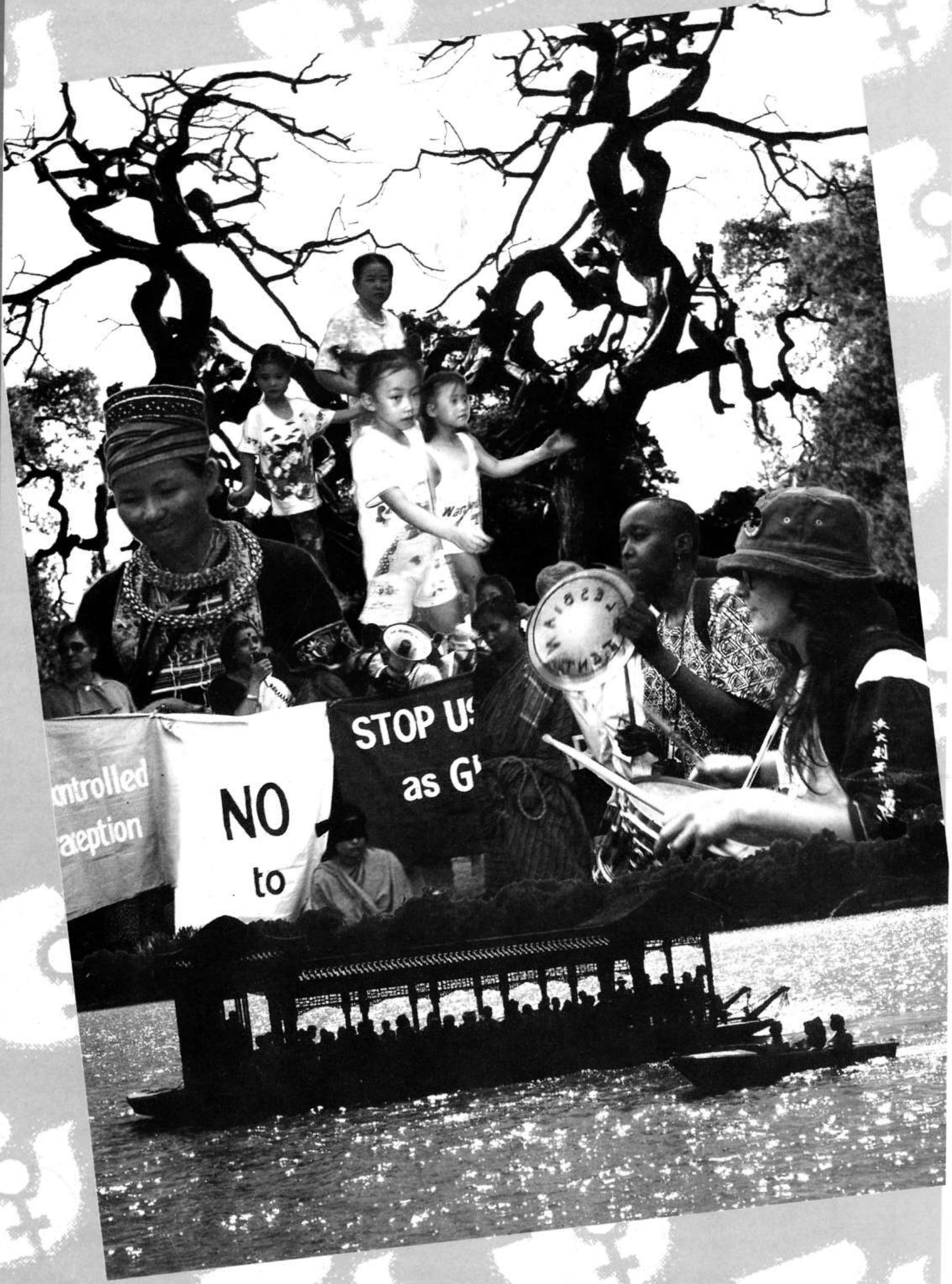
# Canadian Home Economics Journal

# Revue canadienne d'économie familiale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*Fall / Automne1996*
*Volume 46*
*No. 4*

**What Should We Do About Food Security?**

**Sustainable Material Culture: Policy Directions**

**Sociological Research and Home Economics Education**

**Education in Canadian Schools: A Position Paper**

**L'enseignement de l'économie familiale: Exposé de principes**

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**November 10-13, 1996**
(Ottawa) *Effectiveness in Health Development.* 3rd Canadian Conference on International Health. Co-sponsored by Canadian Conference on International Health and others.

**Contact**: CCIH Coordinator, 170 Laurier West, Suite 902, Ottawa ON K1P 5V5 Tel: (416) 993-7271; fax: 416-993-7250.

**November 13-17, 1996**
(Rome, Italy) *World Food Summit*

**Contact**: World Food Summit Secretariat, FAO Headquarters, Viale delle Terme di Caracalla, 00100 Rome, Italy; fax: 396-5225-5249; email: food-summit @ fao.org; WWW: http/www.fao.org/wfs/aaastart.htm

**November 24-27, 1996**
(Ottawa) *Canada's Children, Canada's Future.* Conference co-sponsored by Child Welfare League of Canada and Ontario Association of Children's Aid Societies.

**Contact**: Canada's Children... Canada's Future, Ontario Association of Children's Aid Societies, 75 Front Street East. 2nd Floor, Toronto, ON M5E 1V9. Tel: (613) 230-2654 ext. 313; fax: 613-230-8401; email: csih@fox.nstn.ca

**December 3, 1996**
(Toronto, Ryerson Polytechnic University) *Nutritional Health of Schoolage Children,* Symposium.

**Contact**: Continuing Education, Faculty of Medicine, University of Toronto, 150 College Street, Room 121, Toronto ON M5S 3E2. Tel: (416) 978-2719; fax: (416) 971-2200

**July 27-August 1, 1997**
(Montreal) *From Nutrition Science to Nutrition Practice for Better Global Health/La nutrition, science et applications, vers une santé intégrale.* 16th International Congress of Nutrition/ 16e Congrès international de nutrition.

**Contact:** Congress Secretariat, IUNS '97, National Research Council of Canada, Building M-19, Montreal Road, Ottawa ON K1A 0R6 Tel: (613) 993-7271; fax: 613- 993-7250.

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**Canadian Home Economics Association**
**Association canadienne d'économie familiale**
307-151, rue Slater St., Ottawa ON K1P 5H3
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# Canadian Home Economics Journal

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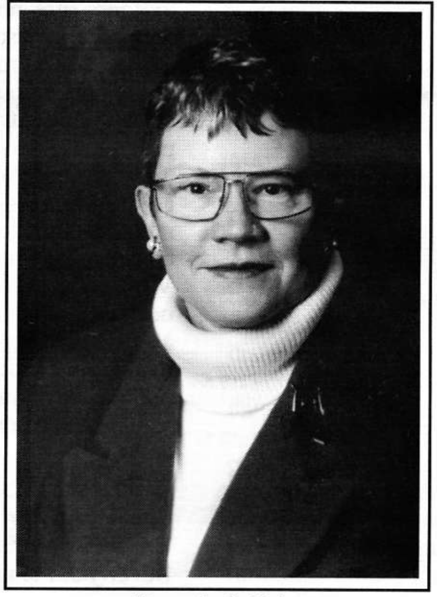
# President's Message/Mot de la présidente

## Greetings!

When I was attending the International Federation for Home Economics XVIIIth World Congress in Bangkok this summer, I had the opportunity to meet a number of home economists from Canada that I had never met before. While I cherished the opportunity to make these connections, I was also dismayed that I had not made these connections in Canada. It seems that we are often isolated in our homes and in our workplaces. We have become so busy meeting the needs of our families and our jobs that there is little time left over for meeting our own personal and professional needs. Ultimately we ourselves and our profession are the losers. Given that "the mission of the Canadian Home Economics Association shall be to strengthen the home economics profession and to actively promote improved quality of life for individuals and families in Canada and the developing world," I believe it is time for many of us to take the time to examine our own needs and the needs of our fellow home economists. We must start here, for we must first be strong in order that we can begin to help others help themselves.



Beverly J. Pain

Let us start by asking questions. What are these needs? How can they be best met? How can each of us help meet these needs?

To begin searching for answers to the last question, we must examine our own strengths and then we must flaunt them. We must let others know what these strengths are. Unfortunately, we are not very good at the flaunting part. It seems that Canadians in general, and women in particular, have been led to believe that this flaunting might just be seen as bragging and therefore should not be done. All right then, if flaunting is out, we will simply market our strengths. Everyone knows marketing is very "in." But wait, you say, did she say "simply market"? We all know that there are few ways to "simply market" anything anymore. Let me assure you, I am not trying to suggest that the process will be a simple one, for it is not. If, however some of us can see the process as more acceptable by the incorporation of different terminology, then let us use it. Let us examine many ways to keep our profession strong.

We know our CHEA members have much to offer. First, we have many strengths to offer to each other to help in our mission of strengthening the home economics profession. Second, we have the professional qualifications to enable each of us, within our own areas of expertise, to actively promote improved quality of life for individuals and families in Canada and the developing world. We must become more aware of the strengths of each member, and we must market these individually and collectively.

To do a better job of marketing we must become more

## Bonjours!

Pendant que j'assistais au XVIIIe Congrès mondial de la Fédération internationale d'économie familiale à Bangkok cet été, j'ai eu l'occasion de rencontrer plusieurs économistes familiales du Canada que je n'avais jamais rencontrées avant. Bien que ça m'ait réjouie d'avoir l'occasion de forger ces liens, cela m'a aussi désolée de ne pas avoir fait ces contacts au Canada. Il semble que nous soyons souvent isolées dans notre maison et dans notre lieu de travail. Nous sommes devenues si occupées à répondre aux besoins de notre famille et de notre emploi qu'il ne nous reste plus beaucoup de temps pour répondre à nos propres besoins personnels et professionnels. En fin de compte, ce sont nous-mêmes et notre profession qui sont perdantes. Étant donné que «le but de l'Association canadienne d'économie familiale est de promouvoir la profession et d'assurer une plus grande qualité de vie aux personnes et aux familles au Canada et dans le monde en voie de développement,» je crois qu'il est temps que plusieurs d'entre nous prennent le temps d'examiner nos propres besoins et les besoins de nos collègues en économie familiale. C'est par ceci que nous devons commencer parce qu'il faut que nous soyons fortes pour pouvoir commencer à aider les autres à s'aider eux-mêmes.

Commençons par nous poser quelques questions. Quels sont ces besoins? Comment pouvons-nous le mieux y répondre? Comment chacun d'entre nous peut-il aider à répondre à ces besoins?

Pour commencer à chercher des réponses à cette dernière question, nous devons examiner nos propres forces. Nous devons reconnaître nos forces et puis nous devons en faire «étalage.» Nous devons faire savoir aux autres quelles sont ces forces. Malheureusement, nous ne sommes pas très adeptes à cela. Il semblerait qu'on ait fait croire aux Canadiens en général, et aux femmes en particulier, que de faire étalage serait perçu comme de la vantardise et que c'est donc à éviter. Bon d'accord, si on ne peut pas faire étalage de nos forces, nous allons simplement en faire le «marketing.» Tout le monde sait que le marketing est très en vogue. Mais vous vous demandez si j'ai bien dit: «simplement en faire le marketing». Nous savons tous qu'il y a peu de façons de «simplement faire le marketing» de quoi que ce soit, de nos jours. Je vous assure que je n'essaie pas de suggérer que le processus sera simple, car il ne l'est pas. Cependant, si quelques personnes peuvent trouver le processus plus acceptable en utilisant une terminologie différente, alors faisons-le. Examinons plusieurs moyens de se garder une

connected. To become more connected we must all become more involved. This will not always be in relation to a large commitment of time, as that may not be possible this year, but it does mean sometime. It may be a telephone call, hand written note, or an E-mail to your Provincial/Territorial Director, a member of your CHEA Executive, your *Journal* Editor, a fellow member — the list goes on. You may offer a word of encouragement, a suggestion, a request, or an offer of a service that you could provide. You have a Board that wants to hear from you. You have an Executive that meets every month and the members are very approachable. We *need* your input. Only you can provide it.

This is our profession, a profession of which we can be very proud, a profession which is needed now more than ever before. Together we can fulfil our mission.

Sincerely yours,

Beverly J. Pain, President

"Proud to be a Home Economist"
...Oh my...was that a flaunt?

profession forte.

Nous savons que les membres de l'ACd'EF ont beaucoup à offrir. D'abord, nous avons beaucoup de forces à échanger pour nous aider à réaliser notre but de promouvoir la profession d'économiste familiale. En second lieu, nous avons l'expertise professionnel qui permet à chacune de nous, dans notre domaine d'expertise, d'assurer une plus grande qualité de vie aux personnes et aux familles au Canada et dans le monde en voie de développement. Nous devons devenir plus conscientes des forces de chaque membre et nous devons en faire la promotion sur une base individuelle et collective.

Pour en faire une promotion plus efficace, nous devons resserrer les liens entre nous. Pour resserrer ces liens, nous devons toutes devenir plus engagées. Ça ne voudra pas toujours dire un engagement qui demande beaucoup de temps, cela n'est peut-être pas possible cette année, mais ça veut tout de même dire un peu de temps. Ça peut vouloir dire donner un coup de téléphone, écrire une note à la main, ou envoyer une lettre par courrier électronique à votre directrice provinciale/ territoriale, à un membre de votre bureau de direction de l'ACd'EF, à la rédactrice de votre *Revue,* à un autre membre — et la liste continue. Vous pouvez donner un mot d'encouragement, une suggestion, ou faire une demande ou une offre d'un service que vous êtes en mesure de fournir. Vous avez un Conseil d'administration qui veut avoir de vos nouvelles. Vous avez un Bureau de direction qui se rencontre à chaque mois et ses membres sont faciles à approcher. Nous avons *besoin* de vos idées, de vos opinions. Vous seules pouvez les donner.

C'est notre profession, une profession dont nous pouvons être très fières, une profession dont on a besoin maintenant plus que jamais. Ensemble, nous pouvons réaliser notre but.

Cordialement à vous,

Beverly J. Pain, présidente

«Fière d'être économiste familiale»
...oh...est-ce que j'ai fait étalage?

**The Association:** The Canadian Home Economics Association is the national professional organization for those educated in the field of home economics, human ecology, family studies, consumer studies, or foods and nutrition. The mission of the association is to actively promote improved quality of life for individuals and families in Canada and the developing world and to strengthen the home economics profession.

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**L'Association** canadienne d'économie familiale est un organisme professionel national regroupant les personnes diplômées en économie familiale, en écologie humaine, en études de la famille, en consommation, en alimentation, ou en nutrition.

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# Reader Forum / Forum des lecteurs

**Dear CHEA Members:**

In this Fall issue of CHEJ is the revised CHEA Position Paper on Home Economics/Family Studies in Canadian Schools. It was approved at the CHEA Board of Directors' Meeting in July 1996. It is printed here so that you, members of CHEA, will have a copy and will use it to lobby for strengthening home economics/family studies in your province. Each CHEA member can have an effective voice in strengthening home economics/family studies in the schools. You can contribute by:

- contacting your provincial Home Economics Association president to ask about the plans the Association has for lobbying for strengthening home economics in your province and offer to become involved;
- becoming informed about the status of the issues facing home economics/family studies in the schools in your province and your neighbourhood;
- volunteering for a letter writing campaign in your province;
- using the Position Paper as a reason to write or contact your local parents' association, school board members, school superintendent, and principal to express your support for home economics/family studies programs in your local school and district;
- using the Position Paper to inform others about what home economics/family studies is in the schools today and the value it has for young people and adults;
- distributing the Position Paper widely to all who can be influential in strengthening home economics/family studies programs in your community.

If you have comments on the Position Paper or the ways you have used it effectively please contact me.

*Linda Peterat, PhD*
*President-Elect, CHEA*
*Chair of Task Force on Position Paper Implementation*

### To The Editor

#### *The Importance Of The Canadian Association For Research In Home Economics (CARHE)*

Have you given up on "home economics" and CARHE? What do you know about the Canadian Association for Research in Home Economics (CARHE)? Do you think the Association has died or is fading away? After my retirement from the University of Guelph, I stopped attending the annual CARHE conferences for awhile. Then I rediscovered the value of CARHE and the scholarship of members, and the value of being recognized as one of the 54 Learned Societies in Canada. CARHE is a member of the Humanities and Social Sciences Federation of Canada. But CARHE needs more members and more dialogue. CARHE is not an exclusive "club" of academics. It is open to all professionals who participate in a research process and have research questions to pose.

The 1996 theme of the Learned Societies, held at Brock

**Aux membres de l'ACd'EF,**

Dans ce numéro de la *Revue* est la version révisée de l'exposé de principes de l'ACd'EF sur l'économie familiale/ études familiales dans les écoles canadiennes (p.166). Il a été approuvé à la réunion du Conseil d'administration de l'ACd'EF en juillet '96. On l'imprime ici pour que vous, les membres de l'ACd'EF, en ayez une copie et que vous l'utilisiez pour faire pression pour le renforcement de l'économie familiale/ études familiales dans votre province. Chaque membre de l'ACd'EF peut s'exprimer efficacement en faveur du renforcement de l'économie familiale/études familiales dans les écoles. Vous pouvez y contribuer:

- en communiquant avec la présidence de votre association provinciale d'économie familiale pour vous informer de ses plans pour faire pression pour le renforcement de l'économie familiale dans votre province et pour offrir d'y participer;
- en vous informant de la situation actuelle et des questions de l'heure concernant l'économie familiale/ études familiales dans les écoles de votre province et de votre district;
- en vous portant volontaire pour une campagne de lettres dans votre province;
- en vous servant de l'exposé de principe comme raison pour communiquer par écrit ou en personne avec votre association de parents locale, les membres du conseil scolaire, la surintendance et la direction scolaires pour exprimer votre appui pour un programme d'économie familiale/ études familiales dans votre école locale et votre district scolaire;
- en vous servant de l'exposé de principes pour informer d'autres personnes sur ce qu'est l'économie familiale/ études familiales dans les écoles aujourd'hui et de sa valeur pour les jeunes gens et les adultes;
- en distribuant cet exposé de principes à toutes les personnes qui peuvent avoir de l'influence à renforcer les programmes d'économie familiale/ études familiales dans votre communauté.

Si vous avez des commentaires sur cet exposé de principes ou sur des façons efficaces que vous l'avez utilisé, veuillez communiquer avec moi.

*Linda Peterat, PhD*
*Présidente désignée, ACd'EF*
*Présidente du groupe de travail sur la mise en oeuvre de l'exposé de principes*

### À la rédactrice

#### *L'importance de l'Association canadienne de recherche en économie familiale (ACREF)*

Avez-vous renoncé à l'économie familiale et à l'ACREF? Qu'est-ce que vous savez au sujet de l'Association canadienne de recherche en économie familiale (ACREF)? Pensez-vous que l'Association a disparu ou est en train de disparaître? Après avoir pris ma retraite de l'Université de Guelph, j'ai arrêté d'assister aux conférences annuelles de

University, St. Catharines, Ontario, was "Identity, Citizenship, and Democracy." Last year at Université du Québec à Montréal, the theme was "Workers." Members of the home economics profession could identify with both themes, and others before these, and demonstrate their contributions to research.

The CARHE research presentations on June 1st this year were related to the theme "Integrating Research, Education, and Practice." Three invited lectures initiated questioning of research methodology. Professor Phyllis Johnson (UBC), in her presentation of "Research with refugees: Translating concepts, not merely words," described the empirical methodology and the steps used to design culturally appropriate questioning. Professor Dianne Kieren (Alberta) offered her experience with grounded theory methods suited to her study "Visualizing dynamic family processes: Representational issues for a recursive theory of family problem solving after brain injury." Professor Linda Peterat (UBC) helped us consider "Home economics practice as action research." She suggests we have a "bridging" task ahead of us, bringing theory, research, and action closer together. According to Peterat, there are tensions between research and professional practice; we need to explore our own practice and become a more reflective field. The invited lectures were followed by panel presentations and more discussion about critical thinking, educational research, and leadership.

Two joint sessions were the highlight of the second day. The first, with the Canadian Association for Rural Studies, gave us the opportunity to pursue the topic of "Food security: Rural and urban community initiatives" — a topic to be followed up by CHEA members and the International Development Committee of the Canadian Home Economics Association. The second session, with the Canadian Women's Studies Association, provided new insights on "Women, Body Image, and Health." Five presentations from CARHE members on this topic broadened my perspective of body management and time stress management — topics which have had a long history in our profession. And there was more, on the theme of citizenship next day — on work-family conflict, volunteerism, housing and policy analysis of values and directions.

I am convinced that CARHE/ACREF has a unique and important contribution to make to professional development and to society! The fee is only $47 per year, less for students and retirees! Every year there is a call for papers and a CARHE/ACREF Graduate Student Research Award is offered. Papers submitted by students are encouraged, and reviewed by a panel of members, in order to facilitate student membership.

Contact Margaret Bateman-Ellison or Marilyn McDowell at Mount Saint Vincent University, Halifax for information about next year's program. CARHE will meet with the Congress of Learned Societies at Memorial University of Newfoundland, St. John's. Send your CARHE memberships to Jennifer Welsh at Ryerson Polytechnic University. Then you will receive the two newsletters each year and expand our power and voice!

*Sincerely,*

*Lila E. Engberg*
*Guelph, Ontario*

l'ACREF pendant quelque temps. Puis, j'ai redécouvert la valeur de l'ACREF et le savoir de ses membres ainsi que la valeur d'être reconnue comme une des 54 Sociétés savantes du Canada. L'ACREF est membre de la Fédération des humanités et des sciences sociales du Canada. Mais l'ACREF a besoin de plus de membres et de plus de dialogue. L'ACREF n'est pas un "club" fermé d'intellectuels universitaires. C'est ouvert à tous les professionels qui participent au processus de recherche et qui ont des questions de recherches à poser.

Le thème du Congrès des sociétés savantes de 1996, tenu à l'Université Brock à St-Catharines en Ontario, était «Identité, citoyenneté et démocratie». L'année dernière à l'Université du Québec à Montréal, le thème était «Les travailleurs». Les membres de la profession d'économie familiale pouvaient s'identifier aux deux thèmes, et à d'autres avant ceux-ci, et présenter leurs contributions à la recherche.

Les présentations en recherche de l'ACREF, le 1$^{er}$ juin de cette année, se rapportaient au thème de «L'intégration de la recherche, de l'éducation et de la pratique». Trois conférencières invitées ont abordé des questions sur la méthodologie de la recherche. La professeure Phyllis Johnson (UBC), dans sa présentation sur «La recherche auprès des réfugiés: Traduire les concepts, pas seulement les mots» décrivait la méthodologie empirique et les étapes suivies pour formuler des questions culturellement appropriées. La professeure Dianne Kieren (Alberta) a parlé de son expérience avec les méthodologies de théorie fondée qui conviennent à son étude «Visualiser les processus dynamiques de la famille: Des questions représentationnelles pour une théorie récursive de la résolution de problèmes en famille, après une lésion au cerveau». La professeure Linda Peterat (UBC) nous a amené à nous pencher sur «La pratique de l'économie familiale comme recherche active». Selon elle, nous avons une tâche de «raccordement» à faire pour rapprocher les domaines de la théorie, de la recherche, et de l'action. Selon Peterat, des tensions existent entre la recherche et la pratique professionnelle; nous avons besoin d'explorer notre propre pratique et de rendre le domaine plus réfléchi. Ces présentations étaient suivies de présentations d'invités et de discussions sur la pensée critique, la recherche en éducation et les activités de direction.

Deux sessions conjointes ont été les moments marquants de la 2$^{e}$ journée. La première avec l'Association canadienne pour les études rurales, nous a donné l'occasion de nous pencher sur le sujet de «La sécurité alimentaire: Des initiatives communautaires en milieu urbain et rural» — un sujet qui sera abordé de nouveau par les membres de l'ACd'EF et par le comité de développement international de l'Association canadienne d'économie familiale. La seconde session, avec l'Association canadiennes d'études sur les femmes, a donné de nouvelles perspectives sur «Les femmes, la perception du corps, et la santé.» Cinq présentations de membres de l'ACREF à ce sujet m'a donné une compréhension plus large de la gestion du corps et de la gestion du stress du temps — des sujets dont on traite depuis longtemps dans notre profession. Et ce n'était pas tout, le jour suivant, on a traité de citoyenneté — avec des sujets tels que les conflits famille-travail, le bénévolat, le logement, et l'analyse des politiques sur les valeurs et les orientations.

Je suis convaincue que l'ACREF/CARHE a une contribution importante et spéciale à faire au développement de notre profession et à la société! La cotisation coûte seulement 47$ par an, moins pour les étudiants et les retraités. Chaque

**Dear Editor,**

Could you please notify those who attended the 1996 CHEA Conference session on Consumers of the 90s to contact me for a copy of the paper as promised. I have inadvertently misplaced everyone's business cards and want to fulfill my promise to send the paper.

*Sue McGregor*

*RR 1 Box 643, Tantallon, NS B0J 3J0. Ph. (902)823-2625*
*sue.mcgregor@msvu.ca*

année, il y a une demande d'articles et l'ACREF/ CARHE offre une bourse de recherche d'études supérieures. Pour faciliter l'adhésion de membres étudiants, on encourage la soumission d'articles par des étudiants et ces articles sont revus par un comité de membres.

Pour plus de renseignements sur le programme de l'année prochaine, communiquez avec Margaret Bateman-Ellison ou avec Marilyn McDowell à l'Université Mount Saint-Vincent, à Halifax. L'ACREF se réunira avec le Congrès des sociétés savantes à l'Université Mémorial de Saint-Jean, Terre-Neuve. Envoyez votre cotisation de membre à Jennifer Welsh à Ryerson Polytechnique à Toronto. Alors, vous recevrez deux bulletins pendant l'année et ajouterez à notre force et à notre voix!

*Bien à vous,*
*Lila E. Engberg*
*Guelph, Ont.*

The Canadian Home Economics Association is seeking a member willing to serve as Editor of the **Canadian Home Economics Journal** for a two-year renewable term beginning with the Winter 1998 issue of the Journal. The principal task is the publication of four issues of the Journal annually, and requires about two days per week of volunteer time. Other duties include selecting and chairing a Journal Committee. The Editor is a member of the CHEA Board of Directors. Expenses are partially covered.

Desired qualifications are knowledge of home economics philosophy and mission and the ability to recognize good material, do the necessary editing to make it communicate, and get it out on time, following up with authors as necessary.

If you are interested, send your c.v. and letter of interest by **December 1, 1996**, to the President-Elect, Linda Peterat, whose address is:

Dr. Linda Peterat
Faculty of Education
University of British Columbia
Vancouver, B.C.
V6T 1Z4.

# What Should We Do About Food Security? Discussion Paper

## *Doris R. Badir*

Engberg has elaborated on the issue of food security pointing out the dimensions and the enormity of the problems (Engberg, 1996). She concludes her paper with the question: What should we do about food security? I propose to continue from her discussion and develop a framework from which some proposals for home economics interventions could follow. These could contribute to solutions to the problems which are faced by all societies in securing food for their most needy populations.

### The Issue of Gender in Food Security

A glance at the literature on food security from as far back as 1977 and as recently as 1996 points out the centrality of the role of women in the quest for food security (West, 1977; Nelson, 1979; Steinem, 1980; Vogel, 1984; Marin, 1985; Nickols, 1985; Badir, 1987; Sen &Grown, 1987; Holcombe, 1988; Elliott, 1994; Leonard, 1995; Thiele-Wittig, 1995; FAO, Oct.-Nov.1995; FAO, 1996; Engberg, 1996). For example:

> The neglected aspects [of food security] have to do with women's critical position in societies as food producers, providers and managers. Neglecting women's work in this case is not only detrimental to women, it also makes it impossible to develop the integrated approaches to the interlinked problems of food-fuel-water that are increasingly being recognized as essential to the success of policy"(Sen and Grown, 1987, p. 51)

or

> Women throughout much of the developing world are farmers, not only producing the food crops needed to feed their families, but seeking to generate the cash income necessary to gain access to education, health care, and a better way of life in today's world. (Leonard, 1995 p. 41)

This literature describes in graphic detail how nearly 20% of our Earth's population is hungry and malnourished (FAO 1996, p. 2). What is interesting about most of the literature, however, is that, while the authors acknowledge the role of women — the difficulty in involving women, the importance of having them become involved, the relation between the poverty of women and the problems of food security — and while they talk of strategies, they give little guidance in terms of actions which might be taken to involve women in the solutions. While describing the imbalances in women's access to education, monetary support, and technological innovations, they fail to acknowledge that these imbalances can be attributed largely to the disempowerment of women all over the world, particularly women living in poverty. There seems to be little understanding that people who lack power within a system, whether it be by cultural imperatives or through poverty or lack of education, are helpless within systems which hearken only to the powerful. If women are to be influential in the search for food security they have to be empowered, to be given voices with which to express their needs, their suggestions, and their strengths.

It is necessary to be aware of the crucial part played by such a very basic element of the human condition as gender in the double-edged issues of poverty and food security. The powerlessness of women is not confined to cultures where women are still seen as property, where they are seen as weak, and where it is believed they must be guided and controlled by men. In many parts of the developed and developing worlds, in both urban and rural settings, there are sub-cultures where boys and girls are socialized into a world which ascribes power on a gender basis. The division of responsibility requires that domestic chores and responsibility for the care and feeding of young children be assigned to women. Very often this means that women do not have access to education, money, or indeed to the institutions which provide these. To place women in such a position means that the power to direct their own lives towards the satisfaction of basic needs for a reasonable quality of life is unattainable. To refuse access to money and food supply in

**_Abstract_**

*Following from Engberg's introduction to food security, the issues of gender and traditional economic models are discussed as crucial to finding solutions to the problem of food security. Some possible ways whereby home economists and human ecologists, with an ecological perspective and with community development skills, could contribute to the alleviation of lack of food security are discussed.*

**_Résumé_**

*À la suite de l'introduction sur la sécurité alimentaire écrit par Engberg, les issues de genre et des modèles économiques traditionnels sont nommé comme essentiel à la résolution des dilemmes de la sécurité alimentaire. Une position écologique et des habilités de développement communautaire ce sont des façons donc les économistes familiales et les écologistes humaines peuvent contribuée à l'allégement de la sécurité alimentaire. Ces possibilités ce sont la sujet de la discutions ci-dessus.*

**_The Author_**

*Doris Badir, Professor Emeritus, Department of Human Ecology, University of Alberta, is a former Dean of the Faculty of Home Economics at the University of Alberta, a former President of the Canadian Home Economics Association and of the International Federation for Home Economics. She has had some experience in working in the developing world .*

accord with economic and agrarian policies developed for reasons other than an equitable distribution of the means and ends of production is to create conditions of powerlessness from which it is difficult to imagine reprieve.

### The Traditional Approach to Food Security through Economic Development

Yet another aspect of the problem of food security is the linear economic approach that is taken to any description and analysis of the situation. The road to food security is seen as being through the establishment of an economy built on industry and trade. The assumption is that, in following this road, economic prosperity and jobs will provide income and income will bring about food security. A more buoyant economy will inevitably lead to a more equitable distribution of money and thereby improve the quality of life for all. If the productive economy is improved, the problems of poverty and food security will be solved. Such a linear approach ignores the fact that a country's becoming richer does not necessarily guarantee equitable distribution of its wealth, nor that money will be put into the hands of women so that the quality of the lives of their children and of themselves will be improved. Tawney, early in this century, reminded us that:

> Both the existing economic order and too many of the projects advanced for reconstructing it break down through their neglect of the truism that, since even quite common men [and women!] have souls, no increase in material wealth will compensate them for arrangements which insult their self-respect and impair their freedom. (1926)

In responding to the question, "Why work with women?" Elliott has this to say:

> One reason is that women are already, in many areas, the main environmental managers and so they have the knowledge to build on concerning local environments and opportunities that they present for sustainable development. (1994, p.78)

A first priority must be to use the wealth available to raise the quality of life for individuals and families who are the most disadvantaged among us. It is only by directing the available economic resources to the education and productive capabilities of women that their role in food security can be maximized. This is a process which acknowledges the interaction between all of the systems involved in food security. It does not start at the top, nor does it begin with putting into the hands of women, with little or no education, money, and technology which they do not understand. Unless we understand that money alone with its accompanying material benefits will not bring about the quality of life we envision, we will not succeed in improving the quality of life for the poor among us. We must pay attention to those elements of life which empower people to make informed decisions for their own good and understand the circular relationship these components have with one another. This requires that we involve ourselves with the people we wish to help and the changes to be made, all at the same time. We could spend ourselves into bankruptcy trying to improve quality of life for others but all that effort would be lost without an understanding of the need for people to be involved in their own destinies.

To understand the problems of food security we must understand the complex relationship between the various parts of the food system and we must understand the equally complex relationship between poverty and power. When we analyze the process of achieving food security, we quickly come to understand that more than money is involved. The control over one's own destiny, the ability to feel that one has the power to make decisions which will be for the betterment of the lives of family members, the assurance that one has the ability to provide for the well-being of one's family — in other words the power to carry out the responsibilities of one's life — is as vital to the success of any food security program as is the development of crops with greater yields or more effective distribution systems.

### A Role for Home Economics/Human Ecology

So far I have attempted to outline what appears to be most relevant to the understanding of food insecurity, that is, the adherence to a linear economic model which ignores the power factors in human relationships. Those power factors create environments within which whole populations feel powerless to direct their own lives and powerless to get out of the bind in which they find themselves controlled. It therefore becomes important that this economic analysis of the situation be exchanged for suggestions as to where and how this bondage of disempowerment can be exchanged for empowerment. The *goal* is food security and arriving at this goal involves an understanding of *gender* and *power* as well as the need for *grassroots participation* by the persons most affected.

Both the *FAO Plan of Action for Women in Development* (FAO, 1995) and the FAO Committee on World Food Security (FAO, 1996) point out the importance of NGOs to the realization of their plans. The former concludes:

> Families, households, communities, private businesses, NGOs, academic centres, trade unions, the media and *all forms of social and cultural associations* are urged to participate to help individuals and population groups achieve universal food security. (emphasis added) (FAO, 1995)

Home economics associations, as non-governmental organizations (NGOs), are singularly well placed to provide insight and action for addressing the problems of food security which are faced by families and societies the world over as food supplies and their distribution prove to be inadequate for the basic needs required for health and well-being. Home economics/human ecology provides us with a framework for analyzing the issues of food security. Key to this framework is the theory that the family and household constitute an interpersonal system set within a whole network of other interacting systems that create the social and economic infrastructure of society (see Engberg, 1996). To be cognizant of the politics of gender which pervade family and community relationships, it is absolutely necessary that there be an understanding of the relationships between families and households and the multiple systems which interact within any given society. Any interaction within a system or between systems acts upon or changes other systems.

The proposition that there is a simple linear relationship between the larger economy and the eradication of hunger is false. The only way that food security can be assured is by seeing the relationships among human needs, human action to satisfy those needs, technological requirements, the productive activity of supply, and economic activity to keep the chain operating, and by visualizing the structures involved in the process in some sort of circular or interactive format.

Since human ecologists/home economists are used to reflecting on issues which face families from this ecological perspective, they bring an understanding to the issues surrounding food security which is unique and fundamental. They work with women. They know and understand that "women are also known to work together well. Some of the most successful examples of sustainable development have been built on women's initiatives" (Elliott, 1994, p. 79). Moreover, home economists/human ecologists possess the intellectual framework and the skills needed to assist women and families suffering from insecure food supplies to develop skills which will help provide them with the power to change their lives. In so doing, home economists/human ecologists make a major contribution to the improvement of the quality of the lives of women, children, and families living in poverty.

How, then, do we turn this acknowledgement of home economics/human ecology with its intellectual frameworks and the skills and expertise of home economists/human ecologists in community development to working within systems to improve food security? For an answer, let us examine the food chain.

## The Food Chain

The food chain is a complex seven-link chain with a number of parts to each link. Home economists/human ecologists can be found working at all seven levels: 1)government policies for land, fuel, water, and food use; 2) ownership of the means of production — land, money, tools, knowledge; 3) food production — home gardens, home production and food preparation, development of new strains, technologies of production, cash cropping; 4) food processing — food industries for preservation, conservation, provision of user instructions, household food preservation and conservation; 5) food distribution —producer markets, industrial middlemen, chain stores development of food collectives and cooperatives, food banks, community kitchens, school lunch programs, etc.; 6) food consumption — nutrition information, food preparation skills, food purchasing, money management, meeting needs of family members at different stages in the life cycle, meeting particular health and medical requirements; 7) food waste — minimizing waste, dealing with waste, composting, etc.

The most common area where home economists/human ecologists are found in the greatest numbers is Link 6 where they are observed to be engaged in many activities revolving around the nutritional needs of family members and the purchase and preparation of food. Yet, at all seven levels home economists'/human ecologists' knowledge of human behaviour and the skills they possess with respect to community and family issues related to food security are not utilized to the extent that they could be. Women and the communities to which they belong could be helped to develop schemes for improving the food supply to their families. The process and its outcomes would provide new avenues for ensuring food security to persons and families both here at home and in developing parts of the world and contribute to the empowerment of those living in poverty. Resources for such schemes often lie dormant within populations and require only the ingenuity and facilitation of a community development leader.

> In order for community development to occur, poor people themselves must be actors in the process, must develop a social conscience and should represent the values of the wider community of which they are a part. (Elliott, 1994, p. 103)

Home economists/human ecologists have not been as creative as they could be in showing their abilities in community development processes or in developing projects for funding which would utilize these attributes.

## A Women's Cooperative Enterprise

People become empowered when they are free to share their experiences, tell their stories, and reflect on them. When this reflection leads them to understand the skills and knowledge which they possess and leads them to identify the sources of their disempowerment (lack of education, money, access to resources), they begin working out ways whereby they can re-empower themselves. When people begin to understand the interactions between the systems which have worked to disempower them, they begin to understand their role and establish their space in the chain of interactions. They then can take action leading to a betterment in the quality of their lives. This, then, is what we mean by "helping people to help themselves"— facilitating the process whereby they identify their needs, the factors which hinder the attainment of these needs, and the routes to eliminating the hindrances, and, through this understanding, build new systems which will bring about the satisfaction of achievement. This is empowerment.

Working with the University of Zululand and a group of women in a rural community who wished to develop a means of income generation, I had the opportunity to develop some models whereby the women worked through a long-range vision for themselves which involved, as its goal, the solution of some of the issues that faced their community. The models are presented here as a starting point for reflecting on ways in which professional home economists/human ecologists alone or in home economics associations can visualize a possible process for empowering people and assisting them to greater food security and ultimately a better quality of life. It is important, however, to remember that the community development process must be flexible and adapt itself to the

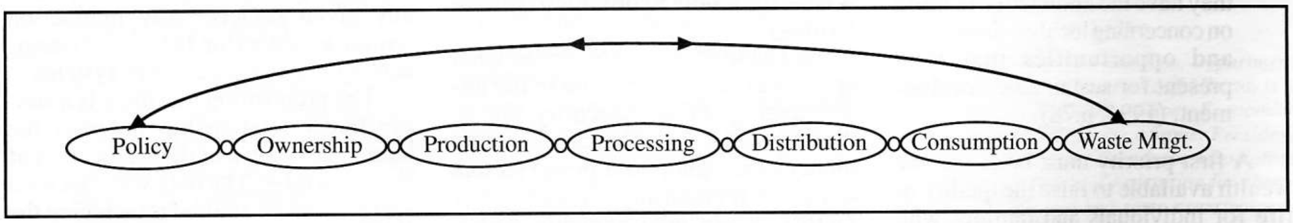

**Fig. 1:** Food Chain

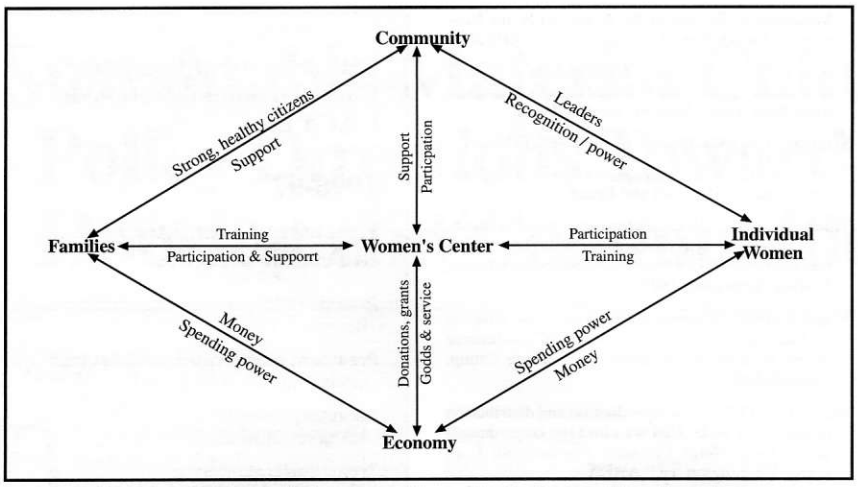
Community
Strong, healthy citizens
Support
Leaders
Recognition / power
Support
Particpation
Families
Training
Participation & Supporrt
Women's Center
Participation
Training
Individual Women
Money
Spending power
Donations, grants
Godds & service
Spending power
Money
Economy

**Fig.2:** Showing Relationship between Women's Center and Family and Community Development

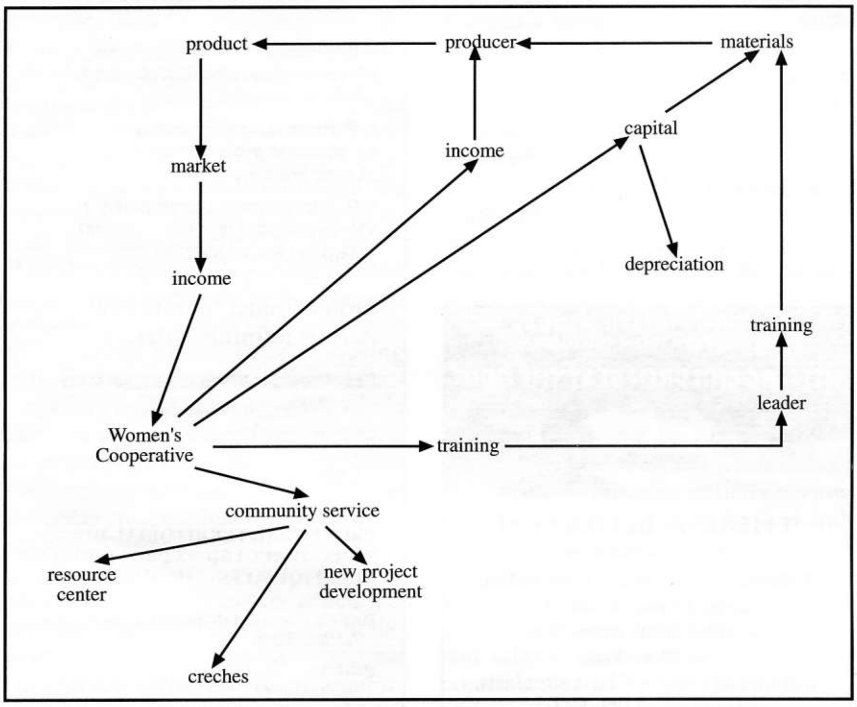
product
producer
materials
capital
income
market
depreciation
income
training
leader
Women's Cooperative
training
community service
resource center
new project development
creches

**Fig.3:** Flow Chart Representing Process for Development of an Income Generation Project for Women (Garden, Food Preservation, Marketing, etc.)

ongoing experiences of the people involved and to regular evaluation of the project. Not shown in these models, because I was not able to follow through on the project, are changes which would occur as experience with the model progressed or as regular evaluation at each stage recommended alteration of the original plan.

The first model (Fig. 2) involved the women coming together to identify issues facing the community. Through this process the women came to understand that they had the power to work towards their goals. They formed themselves into a Women's Collective (Fig. 3) which then began to identify the resources required to address these issues, the development of proposals to fund the first stages of the process, and, ultimately, a model for the creation and management of work projects which would or could address the issues identified. This was an empowering model, since the women themselves worked it through and understood that the goals (community improvement through education, training, and income generation) were only to be achieved by acknowledging the steps required to get to them.

Whether home economists wish to work to improve food security for the poor in the developed or in the developing world, their knowledge of food systems, their skills in bringing people together to define the issues to be addressed, and their ability to facilitate the processes to find solutions are the tools which make them key actors in the world efforts to improve food security. When they work in the city cores or the rural margins of Canada where we have poverty — poverty compounded by all of the abuses and exploitations heaped upon a group of people who have become, through abuse and neglect, alienated from the mainstream — or when they work in the developing world where traditional and cultural division of labour assigns to women the full responsibility for all domestic activity — including the provision, growing, storage, and preparation of food — but prevents them from accessing the education, money, tools and skills to do their job, they are well equipped to facilitate the organizing of food cooperatives, income generation activities, garden cooperatives, food collectives, communal food preservation initiatives, and school lunch programs. All of these initiatives would provide immediate gratification of nutrition needs and could provide a major income generation source for women as well. The development of such initiatives would embrace the education of women for new roles, the involvement of women in the organization and management of their cooperative efforts, and improvement in the well-being not only of family members but of community life as well. As women become more confident in these new roles they begin to understand that they have the political power to make changes in their communities and in the lives of their children and families. This results in true change to the quality of life for all. In such a process we begin with the grassroots, we acknowledge the importance of gender as a factor in the empowerment of women to seek solutions, and we follow through with actions to achieve the goals of food security.

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# Sustainable Material Culture: Policy Directions Toward Healthy Housing and Communities

*John W. Auld*

By definition, policy is about direction, and policy analysis attempts to evaluate those directions, based on certain options and methods of analysis. Policy analysis, however, must be more than just attempting to evaluate available sets of policy options. "Policy analysis must be a more creative process...; it must be at least as much an art as a science and must incorporate consideration of the evolution of ideas; reflections on the values that are, or might someday be held by the citizenry at large..." (Paehlke, 1989, pp. 274-275).

This paper will attempt to come to an understanding of how to approach the provision of sustainable housing and communities which will meet contemporary social and economic needs without compromising the needs of future generations. In the process I will selectively review some larger societal prospects and problems of present directions.

The basis of my approach is grounded in the discussion which has developed around the Report of the World Commission on Environment and Development, *Our Common Future.* This Report is a broad speculative analysis and defines "sustainable development" as development "that meets the needs of the present without compromising the ability of future generations to meet their needs" (World Commission, 1987, p. 43).

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***Editor's Note***

*This paper, based on a presentation at the Canadian Association for Research in Home Economics (CARHE) Annual Meeting 1996, has been peer reviewed.*

**Background**

Housing and settlement patterns form a fundamental link between production, consumption, and the environment. The construction industry is Canada's largest industry. Over 40% of the industry is directly in the residential sector, while much of the rest produces and maintains supportive infrastructure. Over 25% of the latter is financed by the public sector at all three levels, national, provincial, and municipal. From a consumer's perspective, housing not only provides for the basic need of shelter but is the economic focus of most households, representing their largest expenditure and their most important asset. We base societies around the private spaces that we call our homes (a perspective not novel to home economists). The vast majority of Canadians live in urban centres, and these settlements are primarily dedicated, in a physical and social sense, to servicing our housing. The required systems include potable water, sewage, transportation, energy, communications, safety and security, and others. How well these services contribute to the inhabitant's health, and to the immediate and long-term health of the environment, will be critical to future generations.

Housing can be defined both as a noun and a verb: a house is a physical artifact and it "does things" in people's lives. Both aspects relate to the environment. Communities also have a physical manifestation and "do things" in people's lives; they too have a relationship with the environment. How well communities perform determines to a significant degree the quality of life of their inhabitants and expresses the values of the societies in which they exist. The degree to which housing is a liberating asset or a debilitating liability, or whether communities perform in a manner which frustrates (for example, sets up architectural barriers) or facilitates the activities of its inhabitants, or acts as a prosthesis, is clearly expressive of the values held by any society (Auld, 1992, p. 50). In addition, and of particular importance here, housing and communities are a significant part of the material culture left to future generations: a legacy upon which civilizations are built. Leaving the "wrong stuff" will certainly be a liability. We may be doing just that.

If future generations are to enjoy the same rights and responsibilities as does our present society, sustainability must be a fundamental principle and value of democracy and citizenship. It might also be argued that sustainability must be a universal right, such as those articulated at the international level in the United Nations Declaration of Human Rights.

Consequently, it will be necessary

***Abstract***

*This study attempts to come to an understanding of the approaches which will be required to provide the housing and settlements which address both present and future human needs. It attempts to do this grounded in the broader discussions and research (both theoretical and applied) concerning "sustainable development." The model advocated is based on the premise that human social, political, and economic systems must be predicated on how the natural environment functions, if they are to be sustainable.*

***Résumé***

*Cette étude tente d'en arriver à une compréhension des orientations qui seront nécessaires pour fournir du logement et des communautés qui répondent aux besoins humains actuels et futurs. Elle tente de faire ceci dans le contexte plus large des discussions et de la recherche (théorique et appliquée) sur le «développement durable.» Le modèle préconisé part de la prémisse que les systèmes humains, sociaux, politiques, et économiques, doivent se fonder sur le fonctionnement de l'environnement naturel pour être durables.*

to find the political will and the community consensus to accomplish this. Whether this will be accomplished is very much dependent on how we, presently or in the future, understand ourselves or are forced to understand ourselves. Such thinking may involve a major paradigm shift, a shift from the present view of the separateness of ourselves in time and from other systems to a more inclusive understanding of ourselves, intimately connected to others and to other systems.

### Perspective Models

Ecological thinking does not try (as assumed by some under the umbrella of sustainable development) to balance economic systems and social/political systems with environmental systems. Human social/political and economic systems are not autonomous or equal to the environmental system: they are subsystems of it.

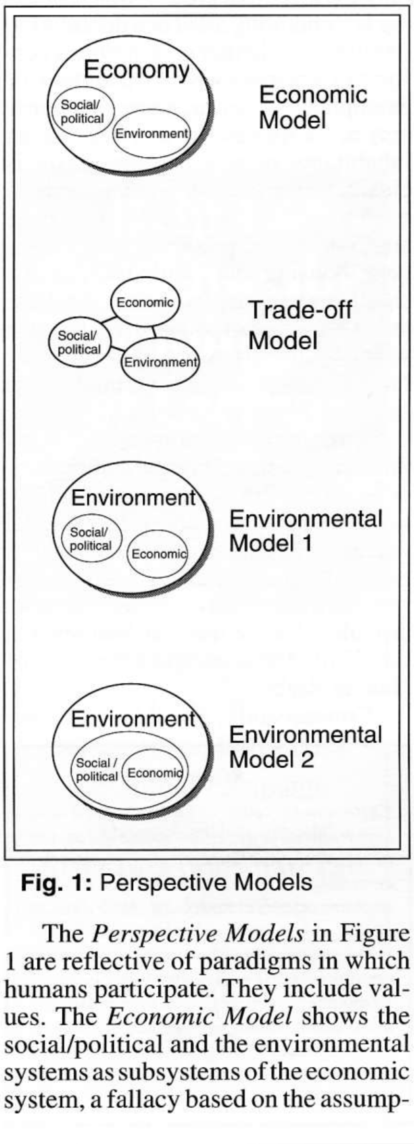

**Fig. 1:** Perspective Models

The *Perspective Models* in Figure 1 are reflective of paradigms in which humans participate. They include values. The *Economic Model* shows the social/political and the environmental systems as subsystems of the economic system, a fallacy based on the assumption that we can escape from the boundaries and limits of the natural world and that the human economy subsumes all else as a priority (Suzuki, 1996, as in Milbrath, 1996, p. xiv). The *Trade-off Model* does not define a dominance of any system and represents a tension which exists in the minds of many, that the premises underlying contemporary beliefs about how the world works are not true (Milbrath, 1996, p. 2). The *Environmental Model 2* turns the economic paradigm upside down, recognizing that the health and vitality of human economic and social/political systems are dependent on the health and vitality of the natural environment.

The debate about the future and its outcome will very much depend on which perspective(s) is(are) embraced. We have to model what we do in the social/political and economic systems in accord with how the natural environment functions in order to reach the ecological balance required for sustainability.

> Most policy analysts reasonably distinguish themselves from those who quickly leap from the "is" to the "ought" or vice versa. But it does not follow that policy analysis should or can avoid normative matters ...Some of the (academic) fraternity need to play the fool, to take a chance in exploring riskier, wider, value-laden issues than is currently occurring. (Paehlke, 1989, pp. 274-275, 218)

The analysis based on the Environmental Model 2 challenges the dominant approach and entails considerable risk of thought and action. But if we are unwilling to take these risks, we may compromise future generations.

### Global Context

*Our Common Future* (World Commission, 1987) has been criticized as the latest of a genre of doomsday books. According to Fox, these kinds of studies have three recurring themes: 1) extrapolation of the present condition, 2) increasing risk to human habitation, and 3) limitation of the world's resources. Fox's thesis states that 1) it is dangerous and misleading to extrapolate — conditions do change; 2) the world is a less risky place; and 3) the "limits to world resources" argument is specious (Fox, 1990, pp. 60-61).

However, it is through extrapolation that adjustments are made — in households, the market, and in public policy. Fox's second argument, that the world is less risky, uses statistics in a misleading manner. He argues that food production per capita world-wide is rising, life expectancy at birth is increasing, infant mortality is falling, incidence of infectious disease is falling, and real income per capita is rising. However, per capita food production and per capita income tell us nothing about distribution. The other statistics only indicate continued dramatic population growth.

It is predicted that at present fertility rates of 3.3, the world population of 5.7 billion will in 100 years be 107 billion, but it is believed that prosperity will result in a dramatically reduced population growth. Projections presently are 12 to 14 billion in the later part of the next century (Hawken, 1993, p.207). Of course, the question of the price of "prosperity" brings us back to sustainable development. It is doubtful if the environment can sustain even a two- or three-fold population increase and the "prosperity" to keep it at that level with the techniques (economic and social/political) in use today. In fact, the opposite may be true.

*Our Common Future* argues that the world's resources are finite and we must learn to live with less. This argument is criticized by Fox because it does not take into account "several pleasant resource endowment surprises: These were surprise discoveries of new resources and the use of resources for which we had little value" (Fox, 1990, p. 61). The real issue is not that there are no new resources to find but rather that the use of them may have demonstrably negative consequences, for example, ozone depletion, acid rain, and a whole host of pollution results which are clearly health hazards if not species hazards. It is estimated that 3% of the Earth's ozone layer vanished during the past 10 years and that atmospheric carbon dioxide has increased 25% since the industrial revolution (Ellis, 1995, p. 364).

Some also argue that a fundamental problem with the "doomsday" theme is its fixation on physical resource endowment. Here, I would, with some hesitancy, agree. Fox states:

> The preponderance of evidence compiled in growth accounting exercises indicates that the payoffs to investments in human capital and the effects of technological change have been the most important fac-

> tors contributing to the prosperity of high income countries. These factors are both related to improvement in the intellectual endowment, the human input in commodity production, and together their effects dwarf the contribution of resource consumption trends. (Fox, 1990, p. 62)

However, as Hawken points out, "if the population of China lived as well as the population of Japan or France or the United States, we would endure untold ecological devastation" (Hawken, 1993, p.208).

### Measuring Progress

This brings our focus to developed countries. If the payoff of investment in human capital and technological advancement has been "prosperity," why then the growing concern today in developed countries around the issues of sustainable development and, more specifically, the issue of urban areas?

Although investment in human capital and the use of technology may be the most important factors in overall prosperity as measured by per capita Gross Domestic Product (GDP), this evaluative tool provides no inherent answers to questions of equity or sustainability or long-term consequences. In fact, many indicators suggest the opposite as negative outcomes in urban systems where most Canadians live.

How we measure phenomena and which ones we measure tells us about how we value things. We have assumed that when GDP grows, human welfare will also increase. For some theorists the environment was an infinite source of raw materials and an infinite sink for wastes because it was so large compared to the economy. However, reliance on GDP as a measurement of progress is an obstacle to the idea of "sustainable development." GDP does not measure the satisfaction of wants and needs, but merely production — for any purpose and resulting from any monetized activity (Goodland & Daly, 1990, p. 273). Countries are ranked based on per capita GDP. This is a tyranny of abstraction. Dividing the GDP by provincial, national, or international populations tells us nothing about welfare, just as dividing the total income of all the people in a room by the number of people present tells us nothing about the well-being of any individual. Even a longitudinal analysis on this basis is meaningless.

Redefining Progress, a non-profit, non-partisan public policy institute, supports the perspective that the real problem is how we view and measure the economy, contrary to the perception that we are presently just going through a "difficult transition to the new global economy." The Institute advocates scrapping the GDP in favour of what they call a Genuine Progress Indicator (GPI). This indicator adjusts for resource depletion, household work, volunteer work, long-term environmental damage, unemployment, pollution, and accidents. More than 20 aspects of people's economic lives are included. (See Fig 2.)

Such an indicator would make a considerable difference in the policy making process. It is a better way to measure well-being and could be used as a determinant to evaluate settlements policy, transportation planning, tax policy — all of which impact on housing and community planning issues. The GPI asks the question: What is an economy for? It would be interesting to see the comparative results of the GPI and the GDP for the thousands of square kilometres of land in Canada — much of it high quality agricultural land — consumed for housing in the last 30 years.

### Human Settlements

In Canada, as policy planners began to discuss sustainable development and human settlements, two broad approaches emerged (Tomalty, Hendler, & Flick, 1994, p. 44). First, that the sustainable development approach was essentially an environmental protection policy and, if adopted, would be used to monitor municipal programs and corporate operations. The approach would be oriented toward policies and programs that reduce the consumption of resources and minimize the environmental impact of development. The results of this approach are becoming apparent in many urban centres, for example, municipal composting programs, tree planting in public parks, switching from gas to propane on public vehicles, and wet-dry recycling, to name a few. This approach has not, however, dealt in any systematic way with issues of economic development or social policy or their connection to environmental issues. Roseland comments on this approach:

> Environmental protection is like foam padding — it offers some protection from a fall. We congratulate ourselves if we double our spending to double the thickness of the foam, because we assume thicker foam means more protection. However, we only get more protection if we

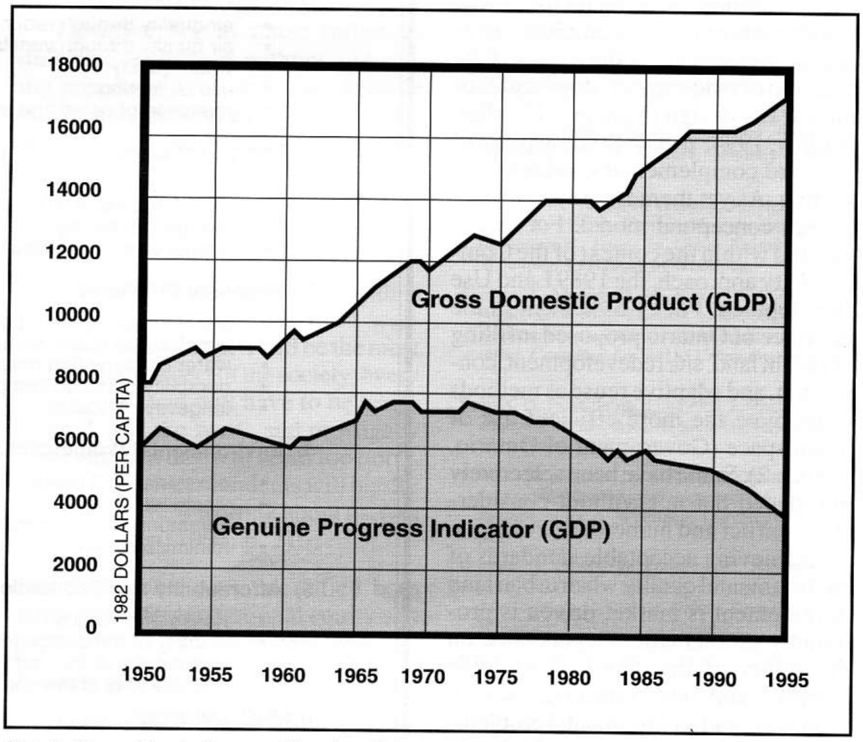

**Fig. 2:** Gross Production vs. Genuine Progress. 1950 - Present
(Courtesy of *Redefining Progress*, San Francisco, CA)

> fall the same distance. Meanwhile, unsustainable development constantly increases the distance we're likely to fall. Sustainable development must therefore be more than merely "protecting" the environment: it requires economic and social change to reduce the need for environmental protection. (Roseland, 1992, as in Tomalty, Hendler, & Flick, 1994, p. 45)

The second approach of Canadian policy planners, although it varies among policy analysts, is a more holistic conceptual approach and includes:

- an ecological component, stressing the importance of environmentally sound policies and practices;
- economic aspects, including a concern with development activities and fiscal issues; and
- social equity issues, such as the fair distribution of resources and a concern for the distributive effects of environmental or economic policies.(Tomalty, Hendler, & Flick, 1994, p. 45)

The three aspects of this conceptual approach are reflected in past planning reform movements such as economic stability within the Compact City movement drawing on the urban efficiency tradition in planning; social equity as emphasized in the Healthy City movement drawing on the public health tradition; and ecological integrity as expressed in the Green City tradition of landscape ecology and ecological site design (Tomalty, Hendler, & Flick, 1994, p. 47). Some aspects of each are complementary, others conflicting. As yet there is no synthesis or overall conceptual model. For example, and within the context of the Compact City approach, the 1989 Land Use Development Policy Statement in the Province of Ontario proposed infilling of vacant land, site redevelopment, conversion, and adaptive reuse as methods to promote the more efficient use of urban space (Government of Ontario, 1989, p.2). Some have been selectively introduced but not without considerable conflict and numerous detractors.

Achieving acceptable standards of environmental quality when urban land development is market-driven is profoundly problematic. Dependence on the ability of the "market" to solve complex and interconnected social, economic, and environmental problems has created settlements which are unsustainable. Millions of consumers in Canada, over the last 30 years, "escaped" to the suburbs to avoid the problems of the city and to provide for themselves a better quality of life. The development of suburbs was their solution to a problem and the private automobile was the technology that permitted this development. The solution is now the problem.

Skelton et al. in their study of the Waterloo region have pointed out that, while some important changes have occurred over the last twenty years, "urban expansion remains largely callous towards its environmental impact" and concluded that "the market process on its own is ill-suited to fostering the substantial transformations that would make such developments more ecologically benign" (Skelton et al., 1995, p. 230). Consumers and producers are in a real bind. They want what the suburban environment can offer, but, by getting it, many are becoming aware that their collective actions are creating very real economic, social, and environmental problems. This creates great "angst" as consumers and producers become conscious of their role as both victims and perpetrators. If innovative solutions exist, who will be asked to take the risk and pay the costs — both consumers and producers, just those moving to new suburbs, the public sector?

The "New Urbanism" movement and neotraditional planning initiatives in North America are directed to the issues of sustainable suburban development. They appear, however, to be running into considerable problems in implementation in the real world (Iovine, 1996, p.30).

## Healthy Housing

Let me now turn to the housing unit specifically. The federal government, through Canada Mortgage and Housing Corporation (CMHC), by the late 1980s began to publish materials and support research (both responsive and directed) on sustainable housing. Presently CMHC's major direction has been developed under the "Healthy Housing" initiative, involving design competitions, demonstration projects, industry production competition, technical studies, and public education programs. Healthy Housing arose out of earlier research undertaken by CMHC on indoor air quality and energy efficient housing and in response to public concern about health and environmental issues. Healthy Housing makes an attempt to integrate the three aspects of sustainability: economic, social, and environmental.

**1) Occupant Health**

- air quality through reduction of source emissions
- air quality through ventilation
- water quality
- use of lighting
- reduction of noise and electromagnetic radiation

**2) Energy Efficiency**

- embodied energy
- design heat loss of building envelope
- energy for heating, cooling and ventilation
- overall electrical consumption and peak demand

**3) Resource Efficiency**

- material selection and use
- construction waste management
- water conservation measures
- durability of house components
- longevity of house

**4) Environmental Responsibility**

- emissions and combustion by-products released by house
- waste water and sewage handling
- community and site-planning issues
- minimization and management of hazardous materials

**5) Affordability and Economic Viability**

- house affordability
- viability of the design for building industry
- adaptability of the unit
- marketability of the unit

(CMHC, LNH6735).

**Fig.3:** Technical Requirements for Healthy Housing Design Competition

CMHC has proceeded by developing successful partnerships with industry, other levels of government, and, to a lesser degree, with the NGO sector. Unlike those addressing the tensions which exist in the broader discussion of sustainable urban development, Healthy Housing does not directly question the congruence or philosophical underpinning of existent economic or social/political systems. It does, however, recognize the issue of affordability, environmental pollution (both interior and exterior to the building envelope), and economic efficiency. As such, it is ameliorative and avoids larger systemic concerns while, at the same time, attempting to dispel the perception that sustainable housing is not economically viable (CMHC, n.d.).

The objectives of the program are "to design (and build) houses that are sustainable, offer healthy indoor environments, and remain affordable, and to encourage innovation in housing products, systems, and designs" (CMHC, 1993, p.3). The Healthy Housing design competition addressed five categories: occupant health, energy efficiency, resource efficiency, environmental responsibility and affordability, and economic viability (CMHC, 1993).

### Implementation Complexities

Let us briefly look at the interconnections, complexity, and challenges which confront the housing industry in the implementation process. There are five categories and twenty-two factors which make up the principles behind sustainable housing (See Fig. 3.) Each component of a residential unit, from a wall stud to a heating system, needs to be evaluated against factors in each category. A comparative analysis among the various products on the market would then be undertaken. As with the community planning issues discussed above, some aspects may be complementary, others conflicting. For example, a steel joist may be easier and cost-efficient in renovation work but may, in the manufacturing process, contribute to chlorofluorocarbon (CFC) production. Conversely, a solid sawn lumber joist may not contribute to production of ozone depleting CFCs, but to the loss of old growth trees. Engineered lumber may ameliorate some of these problems but affects affordability. Applying this sort of analysis to all components and subsystems of the housing unit is a first step towards building truly sustainable housing.

Further, analysis of the corporate behaviour of component manufacturers and builders would also appear to be necessary in a truly comprehensive product evaluation. In addition, consumer acceptance of the product will be the final test. Since the building stock turns over at a rate of less than 1% a year, some argue that this is further reason to avoid delay (Paehlke, 1991, p.2).

### Conclusions

It remains to be seen to what degree research (ranging from broad theoretical work to very specific product evaluation) will affect the directions we take in the future and the impacts it will have on our housing and settlement patterns. Perhaps Hawken, in summarizing the three broad approaches to overall sustainable development, best provides the outline for the housing and community planning field. His proposed directions are clearly based on "ecological thinking":

- obey the waste-equals-food principle and entirely eliminate waste from our industrial production,
- change from an economy based on carbon to one based on hydrogen and sunshine, and
- create systems of feedback and accountability that support and strengthen restorative behavior. (Hawken, 1993, p. 209)

However, and as stated earlier, to make these changes without addressing present and future issues of social equity may present even greater challenges to comprehensive policy planning. Economist Kenneth Boulding described an economy, many years ago, directed to this goal, one in which an affluent life

> will have to be combined with a curious parsimony...far from scarcity disappearing, it will be the most dominant aspect of the society; every grain of sand will have to be treasured, and the waste and profligacy of our own day will seem too horrible, that our descendants will hardly be able to bear to think about us. (As in Hawken, 1993, p. 210)

*Our Common Future* identified both intra- and intergenerational equity as a principle of sustainable development.

Wismer has noted:

> Distributional issues are clearly important in sustainable development, not only across generations, in order to ensure that those to come have equal opportunity with those of us who are here now to live a fulfilling and secure life, but also across the lines of race, class, gender and geography that divide people today. (Wismer, 1990, as in Tomalty, Hendler, & Flick, 1994, p. 53)

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# Sociological Research And Home Economics Education

*M. Gale Smith*

**Abstract**

*The intent of this paper is to examine four different orientations to sociological research and their implications for home economics education. It suggests that we can learn from each, knowing and understanding their theoretical underpinnings, their foundational values, beliefs, and intents, and their strengths and limitations. This review recommends avoiding myopic adherence to one particular orientation and constantly re-evaluating our frames of reference.*

**Resumé**

*Le but de cet article est d'examiner quatre différentes approches à la recherche sociologique et leurs implications pour l'enseignement de l'économie familiale. On y suggère que chaque approche peut nous apprendre quelque chose, si on connaît et on comprend leurs fondements théoriques, les valeurs, les croyances, et les objectifs sur lesquelles elles se basent ainsi que leurs forces et leurs limites. Après examen, on recommande d'éviter d'adhérer de trop près à une approche en particulier et de constamment réévaluer notre cadre de référence.*

Home economics education involves the study of families (Brown, 1980). Families are social units that interact with and are influenced by the society of which they are a part. Research from different sociological orientations variously informs and has implications for home economics education. The divergent schools of sociological thought have been variouly designated. The term "orientations" has been adopted for this paper. Others have used the terms "traditions" (Collins, 1985), "perspectives" (Burgess, 1986), "paradigms" (Ziner, 1994), and "conceptual frameworks" (Nock, 1987). Each orientation is based on assumptions about how society is organized, human agency, social relationships, the nature and purposes of education, and the nature and purposes of educational research. The intent of this paper is to outline different sociological orientations with attention to implications for home economics education.

Structural/functionalism, systems theory, interactionism, and critical theory are examined because they appear to have influenced home economics education at the public school level. Structural/functionalism and systems theory are examples of functional analysis which explains why societies hold together and what holds them together. Interactionism studies the processes of social interaction. Critical theory is an example of conflict sociology that studies themes of domination and power and structural violence, regularities of conflict, and the nature of agency and its relationship to social structure (Handel, 1993).

## Functional Analysis

Structural/functional theories assume the family is a universal, enduring social institution that functions to maintain the larger social order and has the same structural properties and performs certain functions wherever it exists. Key concepts include roles within the family and functions of the family in relation to the larger society. The family, as primary agency for socialization, is seen as promoting stability and equilibrium of societal structure by integrating and adjusting members into existing society and stabilizing the personalities of its adult members. It provides individuals with emotional support and companionship, and is a setting for sexual expression, reproduction, and socialization of children. That socialization involves internalization of general cultural values and societal norms. Functional analysis differentiates the functional roles of family members.

Structural/functionalism is implied when home economics is conceptualized as assisting families in adapting to society, concerns itself with family lifestyles, especially the nuclear family and segregated roles, and considers socially deviant behaviour of individuals a flaw in the socialization of the individuals, particularly their early socialization in the family.

Home economics education influenced by structural/functional theory focuses on assisting students to prepare for their future roles in the family and in society. The aim is to assist families to become harmonious with the social conditions that exist outside the home. Education programs are frequently for girls and their expressive role of nurturing children and husbands, particularly learning the standards of right living, including sanitation, food preparation, managing resources, and caring for homes. Home as factory is the dominant metaphor with technical control of the physical environment and maintaining harmony with social conditions that prevailed outside the home the main theme. It is assumed that life can be explained with certainty and predictability and families stand apart from the world and act on it. A technical means-ends curriculum model is used to transmit facts, skills, and values to students. Teaching becomes largely rule-following and rote learning where teachers transmit technical knowledge to passive students (Miller & Seller, 1990).

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**Author's Note**

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Structural/functional research informs home economics education by providing informative factual law-like research accounts, empiricially supported theories, and generalizable knowledge used to generate technical adjustments for maintaining the order and stability of the society (Zimmerman, 1989). "It is concerned with what is the case about certain things and events, properties and relations which exist independent of the thought or control of human actors" (Brown, 1989, p. 269). Crises are located within the family or individual members and each crisis is investigated to determine what is wrong to identify corrections. This content of home economics courses is intended to improve the ability of family members to carry out their roles and function in socially appropriate ways.

Increasingly, structural/functionalist approaches have been questioned as ideological, limited, and oppressive. Ideological concerns arise because the research procedures are tied to technocratic rationalities and do not take into account ideological distortions such as ideologies of domesticity and ideologies of the family (Gittens, 1993); domestic roles and household tasks are separated from other aspects of family life while society disseminates an ideology of women's destiny in the home (Attar, 1990); and "the family" implies only one acceptable "ideal" family form, ignoring ambiguities and contradictions, while the traditional family becomes a prescriptive or normative referent against which actual experience is compared and evaluated (Gubrium & Holstein, 1990).

Structural/functionalism is limited in informing home economics education because it assumes value consensus and ignores incompatible values such as individualism and community (Robinson, 1981), assumes that people are passive recipients of societal rules and regulations, ignores human agency, marginalizes autonomy, and places undue emphasis on experts. Scientific management ignores existing cultural and social realities affecting individuals and families: "explaining something in terms of its *function* is not to explain the *cause* of the phenomenon" (Robinson, 1981, p. 19). Equilibrium and stability favour the maintenance of the status quo.

Structural/functional theories become oppressive when the family is in a position of submission to the existing society and role segregation in the family reinforces dominant power relations in society denying women full occupational opportunities (Purvis, 1985), when evolution and progress in society enhances the interests of business and industry, and materialism impairs the quality of social relations in the family and the family's role as a cultural agent.

**Systems Theory**

Concerns about the problems with structural/functionalism led many sociologists to became proponents of general systems theory. With origins in engineering and cybernetics, this approach was introduced in the 1970s (Baker, 1993). It provides a framework for multidisciplinary study and enables identification of the interrelationships, interdependencies, and interconnections among the family and other systems by using such value-neutral terms as input, throughput, output, and feedback (Thompson, 1992a). The family as a whole, as a system, is considered more than its component parts.

Hill (1984) adapts the systems theories of Kantor and Lehr (1975) and Bronfrenbrenner (1979) to show that families as systems operate within a series of other systems. Using the image of Russian nested dolls, he locates the family in the innermost micro-system, with links to the next layers — the meso-system of kinship networks, voluntary associations and service systems; the exosystem of the economy, the government and other social institutions which the family experiences indirectly through such linkages as retail firms, political parties, and bureaucratic agencies; and the macro system of world structures, such as the world economy, multi-nationals, cultures, and societies.

Thompson (1992a) provides a succinct explanation of the cybernetic model:

> A system is separated from its external environment by a boundary. The *boundary* envelops the system's internal environment in which its activities or processes occur. The point at which system boundaries meet is called their *interface*. An *input*, or *demand*, is anything that enters the system. Inputs enter from the external or internal environment. Systems are either open or closed. *Open systems* admit energy and other inputs from the external environment. *Closed systems* are self-contained. *Inputs* into the system cause a *perturbation*. They may upset the system's equilibrium or steady state. A perturbation sets the system in motion. The system must *throughput* one or more inputs to return to its steady state, to restore equilibrium, and to meet its goal of system maintenance. When the throughput process is completed, anything that exists or leaves the system is identified as *output*. Output may return or be "fed back" to the system directly or indirectly. When output returns to the system that generated it, it is called *feedback*. The pathway followed by such output is called the *feedback loop*. Feedback provides the system with information. (pp. 100-101, italics in original)

Family members form an ongoing, open, social system where any change in behaviour of one will affect the behaviour of others. Study of the family focusses on emergent qualities of the system as a whole, rather than on qualities of individual units in the system, on process rather than structure, and on circular reflexive effects rather than linear causality. Communication is an important area of study because family interactions consist of communicative events. Transactions occur with non-family members and patterns of exchange develop that endure. Recurring, repetitive patterns may be observed over time and from these observed regularities it is possible to deduce rules that govern the system. Systems theory focuses on the rules of relationship among units rather than on the variation in the inputs and outputs (Broderick, 1990; Burr, Hill, Nye, & Reiss, 1979).

Two examples of systems theory in home economics are the ecosystem approaches (e.g., Bubolz, Eicher, & Sontag, 1979; Paolucci, Hall & Axinn, 1977; Bivens et al., 1975) and Thompson's (1988, 1992a, 1992b) feminist standpoint in systems analysis. Ecosystem approaches in home economics/family studies give attention to five concepts: energy, space, time (phenomena common to the physical, biological and social worlds), management, and family (Hill, 1984, p. 10).

Thompson (1988, 1992a, 1992b) conceptualizes society as an interaction of Hestian and Hermean systems within the planetary ecosystem. In the private domain of the household and family (the Hestian system) the key value is nurturance. Goverance dominates the public domain of the state and government (the Hermean system). Analysis involves "look[ing] at each in terms of its purpose, establish[ing] its boundary and environment, and...examin[ing] the inter-relationships, inter-dependencies, and interconnections of the two systems" (Thompson, 1992b, pp. 103-104). The Hestian domain supports systems of action that respond to species survival whereas the Hermean domain supports systems of action that maintain patriarchal control and power. Accordingly "matters affecting the quality of life for individuals and families involve feedback loops from the Hestian to the Hermean and back to the Hestian domain" (p. 107).

Systems thinking is commonly manifested in home economics education in family resource management where learning becomes practising "life skills," for example, communication and decision-making strategies. This is a transactive approach to curriculum and instruction (Miller & Seller, 1990) in a weak sense, since it moves from rote-learning to introduce strategies but remains oriented to control, thus limiting the power of the decision-maker.

Sociological research from a systems perspective provides information and strategies for home economics education by studying such topics as family rules relating to social space, communication, interaction, and family resource management; what triggers recurring behaviour; and what factors affect control and feedback in maintaining homeostasis.

Questions have been raised about using systems theories to inform home economics education. Brown (1993) contends that many of the criticisms of structural/functionalist conceptualization also apply to systems theory, particularly the ideological upholding of contemporary culture. She also questions the one-sided view of interaction in the family; the technocratic view of social organization and social development in the family; failure to deal with the question of human personality; and the reduction of human communication to adaptive behaviour of the organism (pp. 82-91). Systems approaches to the family are also accused of being ahistorical and limited to one culture, and of not explaining why some families exhibit certain kinds of problems more than others (Baker, 1993). Emphasis on resource management techniques may program people to behave in predetermined ways limiting human agency. Brown (1993) also argues that functional analyses "being non-evaluative and lacking a theory of value, accept the existent *is* and ignore the *ought* regarding existing social and cultural realities and confuse what is *held* to be of value as what is *justifiable* as of value" (p. 91).

### Interactionism

Symbolic interactionists study the beliefs and values that individuals get from interacting with others (Jax, 1989). While structural theories assume that people are largely passive recipients of societal rules and regulations, symbolic interactionism emphasizes the active participation of people in creating their own destinies. Fundamental assumptions include the following: Individuals are "actors" who play a part in the social construction of reality and therefore attention is given to how people use symbols, what symbols indicate and define in speech and behaviour, and an analysis of family discourse (Baker 1993). Humans live in a symbolic environment, thus learning what symbols are central, and making evaluative distinctions about symbols. Human behaviour is the result of individuals constructing action by interpreting symbols and shared meanings and by planning future strategies based upon those symbols and meanings. There is a continuous process of contributing meanings, and culture arises in the dialectical relationship between man and society.

Symbolic interactionism centres on the concepts of the self, the act, social interaction, objects, and joint action (Blumer, 1977). Humans are conceived as having a self where self is conceptualized as process. "The possessor of a self provides the human being with a mechanism of self-interaction with which to meet the world — a mechanism that is used in forming and guiding his conduct" (Blumer, 1977, p. 11). Human action is the product of human intent.

Symbolic interactionists study how children develop a sense of self and the importance of family interaction in socialization (Baker, 1993). They hold that "family derives its meaningful reality through interaction" and "what is taken to be family is never settled once and for all, but derives its meaning in relation to the conditions and understandings of everyday life" (Gubrium and Holstein, 1990, p. x). Gubrium and Holstein (1990) deliberately do not use "the" with family arguing that "the" implies something given or concrete rather than a social construction.

It is not clear whether home economists have adopted interactionist approaches. Statements such as: "Home economists attend to the interaction of man (sic) as a total being and his near environment, especially as this interaction is managed by the family" (Hook & Paolucci, 1970, p. 361) and the American Home Economics Association's (1973) definition of the family as a "functional unit of interacting personalities with shared resources..." (p. 6) suggest interactionism.

Symbolic interactionism appears related to a constructivist view of education premised on individuals constructing their own meaning of new information and ideas on the basis of their existing knowledge (MacKinnon & Erickson 1988). Individuals are purposive beings, thus their intents, beliefs, and emotions must be taken into account. Home economics education informed by interactionism and constructivism becomes a search for meaning. This is a stonger sense of the transactional view of curriculum (Miller & Seller, 1990). Topics for examination include shared meanings that keep families together, language as the mediator between children and the external world, concepts dealing with self, interpersonal phenomena, and interactions of people in everyday experiences.

Research from a symbolic interactionist perspective informs home economics education with "subjective meaning" (Weber, 1964, cited in Meighan, 1981, p. 220) and socially constructed knowledge (Robinson, 1981) that includes what people do, what they feel about what they do and why, and a dialogue of the action and interaction that gives meaning to a group of actions within a social setting (Hultgren, 1989). Sociologists study the ways in which members of society, through their individual and collective actions, create and maintain the social fabric within which they live and "the ways in which members of society come to recognize, understand, and assess the social arrangements and structures by which they both manage to act socially and impose a form of control on the conditions of their existence" (Meighan, 1981, p. 220). Research seeks to answer the question, "What happens among teachers and pupils in home economics classrooms?" (See for example, Eyre, 1992).

While concerns have been raised that the knowledge generated in symbolic interactionism is not considered problematic (Karabel & Halsey, 1977) and that it neglects power, context, and change (Meighan, 1981), Gubrium and Holstein (1990) argue for a resurgence of an interactionist or "social constructionist" perspective on family, suggesting it can provide a new direction for family studies. They urge serious consideration of the interactional basis of domestic meanings, of how culture is formed, and of exploring, describing, and explaining the relations between husbands and wives, parents and children, brothers and sisters, and the effects of social context on the lives of individuals and living groups.

## Critical Theory and Conflict Analysis

Brown (1993, 1989, 1985, 1980) is largely responsible for bringing critical theory into home economics. She draws on Habermas in conceptualizing what home economics *ought* to be. It is this notion of *ought* that clearly identifies critical theory. Rejecting the notion that philosophies, sociologies, and technologies are value-free, critical theorists adopt an ethical stance rooted in social justice and endeavour to free people from particular ideological beliefs and make them autonomous moral agents. They accomplish this by explaining a social order in such a way that the explanation or ideology-critique becomes the catalyst that leads to the transformation of this social order (Fay, 1987; Gibson, 1986). People are considered "potentially active agents able to construct their personal lives and to participate in constructing their social world" (Brown, 1989, p. 284).

The family is considered an intersubjective social structure where everyday communicative action occurs. It is believed that the dominant social-psychological influences can be changed by the family (Brown, 1993). This position is evident in the mission statement (Brown & Paolucci, 1979) that advocates various systems of action — technical (instrumental) action for the satisfaction of needs for food, clothing, and shelter, communicative action for understanding life histories and cultural traditions, and emancipative action to provide a free or liberating social environment.

Home economics education involves studying perennial practical problems of the family giving attention to how common-sense assumptions and everyday language can serve to maintain certain interests at the expense of others. Teachers raise questions oriented toward fostering a will to know and freedom from false beliefs (Baldwin, 1989, p. 246). Home economics education seeks to do three things: map the inequalities and injustices in the family; trace those inequalities and injustices to their source, showing how they are maintained; and seek or propose remedies to those injustices (paraphrase of Gibson, 1986, p. 44). Home economics classrooms are sites that foster critical inquiry, problematize knowledge, and encourage self-empowerment and community action.

Curriculum of this nature is described as transformative (Miller & Seller, 1990) because the interest is in improving the human condition by making transparent, tacit, and hidden assumptions visible and by initiating social reconstruction.

Critical analysis informs home economics education by identifying observable, systematic misunderstandings, documenting their existence, and revealing how ideology supports unjust social situations. Such research explains historical/social conditions that cause the distortions, constructs an alternative, and makes suggestions for action (Brown, 1989). Research "creates the opportunity for educators to organize their own experiences in more complex, historically understood, and rationally justifiable ways" (Coomer, 1989, p. 180). Research processes focus on the questions: What are we doing now? How did it come to be this way? Whose interests are, and are not, being served by the way things are? What information and knowledge do we have (or need to get) that bear upon the issues? Is this the way we want things to be? What are we going to do about it? (Sorotnik, 1991, pp. 250-252).

Lather (1989) argues critical theory in home economics is problematic in two ways. First, by failing to give an accurate account of family it reproduces an ahistorical, under-theorized and monolithic sense of family. Critical approaches must attend to such interrelated characteristics as race, class, sexual orientation, and how family functions differently for women than it does for men. Second, she contends that female-dominated fields such as home economics are not served well in being over-reliant on Habermas. For example, the concept of false consciousness is premised on there being a "true consciousness" and thus critical theory may itself become ideological, giving legitimacy to other forms of authority. Whitty (1985) also expressed concern about uncritical openness to, and perhaps even an idealistic interpretation of, European radical social theory.

## Conclusion

This examination of orientations to sociological research and the ways they inform home economics education has not been exhaustive. A generalized description for each orientation was given which lacks comprehensive detail. Only a few frameworks have been elaborated. The purpose was to demonstrate that research from different sociological theoretical orientations can variously illuminate, explain, and make problematic aspects of home economics education and to suggest that we can learn from each, knowing and understanding their theoretical underpinnings, their foundational values, beliefs and intents, and their strengths and limitations. It does appear, however, that functional sociology has dominated home economics education (Nock, 1987; Zimmerman, 1989). In order to facilitate understanding of the nature of the content and processes of home economics education and fulfillment of the mission of home economics this research recommends avoiding myopic adherence to one particular orientation and constantly re-evaluating our frames of reference.

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# L'enseignement de l'économie familiale / études familiales dans les écoles canadiennes: Exposé de principes

*Association canadienne d'économie familiale*
*Canadian Home Economics Association*

***L'Association canadienne d'économie familiale*** *est une association professionnelle qui représente les diplômés des programmes d'études portant sur la consommation et les études familiales, l'alimentation et la nutrition, l'économie familiale, l'écologie humaine, ainsi que les textiles et les vêtements. Elle regroupe deux mille trois cents membres au sein d'une fédération composée d'associations provinciales et de section. Les personnes spécialisées en économie familiale sont présentes dans les domaines de l'éducation, des affaires et de la fonction publique et partagent un objectif commun, celui d'améliorer la qualité de vie individuelle et familiale. Dans un grand nombre de provinces, on identifie les économistes familiales sous la désignation d'économistes familiales immatriculées (EFI), ce qui indique un certain niveau de formation scolaire et de perfectionnement professionnel permanent. Depuis sa fondation en 1939,* ***l'Association canadienne d'économie familiale*** *appuie activement l'enseignement de l'économie familiale /études familiales. Elle a participé à l'examen de programmes d'léconomie familiale / études familiales au Canada (Peterat, 1984; Peterat & Khamasi, 1994) et a déjà présenté un exposé de principes sur l'enseignement (Canadian Home Economics Association, 1985). Ce document explique en détail les préoccupations actuelles de l'Association en ce qui a trait à l'enseignement de l'économie familiale /études familiales.*

De nos jours, les personnes et les familles canadiennes doivent affronter les grandes incertitudes de la situation économique et de l'emploi. Les restrictions financières actuelles obligent les gens à compter de plus en plus les uns sur les autres et à rechercher à la fois stabilité et sécurité dans les relations interpersonnelles et familiales. Une forte majorité de Canadiens affirment que leur famille occupe une place plus importante ou beaucoup plus importante dans leur vie que leur carrière ou leur religion; toutefois, un grand nombre d'entre eux (L' Institut Vanier, 1994) s'interrogent sur la façon de concilier responsabilités familiales et professionnelles et de nombreux jeunes avouent avoir des difficultés à établir des relations positives et satisfaisantes avec les membres de leur famille et entre eux (King & Coles 1992). L'enseignement de l'économie familiale /études familiales permet aux élèves de mieux comprendre et de créer des ressources économiques et humaines dans le contexte des relations individuelles, familiales, communautaires et globales.

### *L'économie familiale / études familiales — partie intégrante de l'éducation*

L'économie familiale /études familiales sont partie intégrante des programmes d'études partout dans le monde, depuis la maternelle jusqu'au secondaire. Au Canada, l'enseignement de ces matières remonte à 1668, alors qu'on les intégra à l'éducation des filles (Bevier, 1924; Peterat & DeZwart, 1995). Il y a un siècle, les écoles du Canada les reconnurent comme une forme d'éducation et les dispensèrent en relation étroite avec l'enseignement professionnel de l'époque. L'économie familiale /études familiales font maintenant partie de l'éducation des filles et des garçons; on insiste sur les prises de décision personnelles, la carrière et les compétences en gestion, ainsi que sur le développement personnel et familial.

L'économie familiale / études familiales constituent un programme interdisciplinaire qui associe les sciences sociales et physiques et les humanités à l'étude de sujets faisant partie de la vie quotidienne dans les foyers et les familles. Puisqu'il met l'accent sur le bien-être individuel et familial, le programme répond aux besoins des élèves et correspond aux besoins sans cesse changeants des personnes et des familles au fil du temps et dans des contextes particuliers. L'économie familiale étant une matière scolaire enseignée dans différents contextes et à différents niveaux, on peut la considérer comme une discipline scolaire appliquée ou comme un cours de technologie, de préparation à une carrière, de sociologie de la famille, de compétences psychosociales, ou encore comme un cours sur la santé, les relations humaines et parentales, ou la vie familiale.

L'économie familiale /études familiales contribuent de façon unique à l'éducation des jeunes, mettant en relief la nature et les difficultés de nos vies quotidiennes par rapport à d'autres personnes, aux systèmes sociaux, et aux ressources matérielles. Le programme d'études concentre sur diverses questions, telles que «que devrait-on faire à propos de ...» la recherche d'un logement, l'achat de vêtements appropriés, les soins aux enfants, la sécurité alimentaire, et ainsi de suite. L'économie familiale se distingue par son enseignement des relations et du développement humain, de la gestion des ressources, du consumérisme, de l'alimentation et la nutrition, des vêtements et textiles, du logement et l'esthétique, et par sa façon d'examiner tout cela en l'intégrant à une perspective holistique de la vie quotidienne. En rendant l'élève conscient des modes d'apprentissage et de celui qui lui est propre, on lui enseigne comment apprendre à apprendre.

Le programme d'économie familiale /études familiales a une mission éducative et préventive. Il aide les jeunes gens à vivre pleinement leurs relations familiales et personnelles actuelles et à mieux planifier leurs futures relations et familles. Il vise à accroître la débrouillardise des élèves et à les aider à mener des vies satisfaisantes et de qualité. On parvient à accroître la débrouillardise en aidant les élèves à analyser les problèmes selon des perspectives différentes. Les élèves sont encouragés à prendre connaissance d'autres types de ressources et à en créer afin de résoudre des problèmes quotidiens. Cette débrouillardise est un outil indispensable au développement d'attitudes et d'habiletés autonomes. Le programme d'économie familiale /études familiales permet aux jeunes gens d'examiner les problèmes de la vie quotidienne avant d'y être confrontés personnellement et d'acquérir ainsi une capacité d'intervention en tant que membres d'une société. Les habiletés et connaissances acquises dans des cours d'économie familiale/études familiales sont utiles pour les élèves non seulement dans leur vie personnelle et familiale, mais aussi lorsqu'il leur faut trouver et conserver un emploi dans le monde des affaires, dans le secteur industriel ou dans une profession. Le programme d'économie familiale / études familiales est axé sur les personnes et les familles afin de les aider à améliorer leurs capacités et compétences en tant que personnes et familles.

L'économie familiale /études familiales contribuent de façon unique à l'enseignement en général. Ces programmes aident à solidifier les familles, qui sont le fondement d'une nation et d'une économie nationales solides. Un grand nombre de travailleurs qui éprouvent des difficultés à répondre à leurs engagements familiaux ont peine à fournir un rendement optimal au travail; leur taux d'absentéisme est également plus élevé et ils éprouvent de nombreux problèmes de santé reliés au stress (Comité canadien, 1994a, 1994b). Près du tiers des 7 000 employés ayant participé à une récente enquête du Conference Board du Canada ont révélé qu'ils éprouvaient du stress ou de l'angoisse à mener de front leurs obligations familiales et professionnelles (Alvi, 1994). Statistique Canada estime le coût des troubles reliés au stress dans les entreprises à 12 milliards de dollars par année (Comité canadien, 1994a). On voit donc le rôle que peuvent jouer l'économie familiale /études familiales dans l'éducation en matière de développement personnel, inter-personnel, et social des élèves.

### ***Indicateurs des besoins relatifs aux cours d'économie familiale /études familiales***

Notre société en constante évolution s'avère la source de nombreuses tensions pour les familles canadiennes. **Les bouleversements d'ordre social, économique, et technologique dans la société**, de même que leurs répercussions sur les relations professionnelles, personnelles, et sociales sont révélateurs du besoin croissant d'offrir aux jeunes des cours pour les aider à comprendre et à prendre en main leur vie quotidienne.

**Un marché de travail complexe** oblige les gens à faire des choix quant à leurs besoins personnels et familiaux de base en matière de vêtements et textiles, de nutrition ainsi que de logement, à partir d'une myriade de biens et de services provenant de toutes les régions du monde. Ces décisions ont des répercussions à la fois personnelles et sociales et nécessitent des connaissances plus étendues et des compétences en prise de décision. Tout laisse croire que les élèves doivent acquérir des compétences afin d'être en mesure de faire des choix éclairés et raisonnés(Siggner, 1988).

**La vie familiale a été transformée par l'apparition de nouvelles technologies,** depuis les outils de communications tels qu'Internet, les magnétoscopes, et les techniques vidéo jusqu'aux fours micro-ondes, aux robots boulangers, et ainsi de suite. Les progrès réalisés dans les domaines de la génétique, de la reproduction, et des systèmes de support vital soulèvent des questions juridiques et morales ayant des répercussions sur le bien-être individuel et familial. Les technologies influent sur les ressources disponibles dans les familles et sur la façon dont nous interagissons au sein de nos familles et de la société en général. Chaque personne, ainsi que chaque famille, doit prendre des décisions quant aux diverses possibilités offertes par les nouvelles technologies.

Les infrastructures familiales sont plus fluides qu'auparavant et les familles, plus petites; plus de couples choisissent de ne pas avoir d'enfants; on compte de plus en plus de familles monoparentales, davantage de divorces et un plus grand nombre d'unions de fait (l' Institut Vanier, 1994). **Les élèves doivent saisir les changements dans la composition de leur(s) famille(s) actuelle(s) et apprendre à prendre des décisions pour leur future famille.**

**Les jeunes de notre pays vivent des relations de plus en plus tendues avec leurs parents et avec leurs pairs** (King & Coles 1992). Cette situation est plus marquée chez les filles, probablement à cause des problèmes d'ajustement qu'elles éprouvent par rapport à leurs aspirations professionnelles, à leur image corporelle, et à la façon de composer avec les valeurs traditionnelles associées au mariage et à la famille. Quant aux jeunes hommes, ils semblent inconscients du rôle accru qu'ils ont à jouer en matière d'éducation et de travaux domestiques. (King & Coles 1992).

**Les jeunes Canadiens et Canadiennes ont tendance à avoir des comportements plus agressifs dans leurs relations avec les autres** (King & Coles 1992). Il est important qu'ils apprennent à mieux communiquer et interagir avec leurs parents et leurs pairs et à mieux gérer le stress dans un monde qui évolue à une vitesse effrénée. Ces besoins sont particulièrement importants dans le contexte de diversités raciale et ethnique grandissantes de la société canadienne actuelle.

Tandis que le nombre de personnes âgées augmente, rares sont les adolescents qui connaissent une relation étroite et continue avec les membres aînés de leur famille (L'Institut Vanier, 1994). **Les questions sociales et morales relatives aux aînés occupent une place de plus en plus importante.**

**Les élèves doivent, très tôt, prendre des décisions sociales et morales à propos de leurs relations sexuelles, de la contraception, de la reproduction et du fait d'être parent** (Dolney, 1996). Ces décisions sont particulièrement complexes dans le contexte des diverses cultures et valeurs prévalant au sein des familles canadiennes. Par suite de certaines circonstances ou de choix personnels, **le nombre de familles monoparentales augmente** (L'Institut Vanier, 1994). Un grand nombre de jeunes gens vivant au sein de petites familles ou de familles à enfant unique n'ont aujourd'hui aucune expérience concrète des soins à donner aux jeunes enfants.

**Le taux de participation des hommes à la population active** est en régression; le taux des femmes a

*suite à la page 172*

# Home Economics/Family Studies Education in Canadian Schools: A Position Paper

*Canadian Home Economics Association/Association canadienne d'économie familiale*

***The Canadian Home Economics Association/Association canadienne d'économie familiale** is a national professional association representing graduates of consumer and family studies, foods and nutrition, home economics, human ecology, textiles and clothing programs. It is made up of two thousand three hundred individual members in a federation of provincial and branch associations. Home economists work in education, business, and public service and share the common aim of improving the quality of life of individuals and families. Home economists in many provinces are identified as Professional Home Economists (PHEc), which indicates a certain standard of academic training and continual professional development. Since its founding in 1939, the **Canadian Home Economics Association/Association canadienne d'économie familiale** has played an active role in support of home economics/family studies education. It has supported reviews of home economics/family studies curricula across Canada (Peterat, 1984; Peterat & Khamasi, 1994) and issued a previous position paper on education (Canadian Home Economics Association, 1985). This paper details the Association's current concern about home economics/family studies education.*

Individuals and families in Canada today are coping with great uncertainties about their economic and employment futures. Current economic restraints are forcing people to rely on each other more and to seek security and stability in interpersonal relationships and families. While a large majority of Canadians rate their families as a more, or much more, important part of their lives than careers or religion, how to balance work and family responsibilities become a major preoccupation for many people (Vanier Institute, 1994), and young people indicate difficulties in establishing positive and satisfactory relationships in families and with each other (King & Coles, 1992). Home economics/family studies education enables students to understand and create economic and human resources in the contexts of individual, family, community, and global relationships.

## Home Economics/Family Studies as Part of Education

Home economics/family studies is a recognized curriculum area from kindergarten to secondary levels in schools throughout the world. In Canada, it is traced back to 1668 as a part of girls' education (Bevier, 1924; Peterat & DeZwart, 1995). It gained wide acceptance in the schools of Canada a century ago as a form of education in close alliance with vocational education of the times. Presently home economics/family studies is part of education for both girls and boys, emphasizing personal decision-making, career and management skills, and personal and family development.

Home economics/family studies is an interdisciplinary curriculum, integrating the social and physical sciences and the humanities in the study of topics arising from daily lives in homes and families. Because its emphasis is on individual and family well-being, it is a school subject responsive to the needs of students and related to the changing needs of individuals and families over time and in particular contexts. As a school subject in different contexts and in different grades, it may be oriented as an applied academic subject, as a product or technology producing course, as career education, as a sociology of families course, as independent living skills, as health education, as human relationships and parenting, or as family life education.

Home economics/family studies makes a unique contribution to the education of young people. It focuses on the nature and challenges of our daily lives in relationship to other peoples, to social systems, and to material resources. The curriculum centres on questions such as "what should be done about...": securing housing; acquiring appropriate clothing; caring for children; food security; and so on. It is unique in teaching about human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics, and integrating these into holistic considerations of daily life. Through an emphasis on awareness of the self in the learning process, students develop basic skills in learning how to learn.

Home economics/family studies has an educative and preventive mission. It helps young people to optimize living in their current familial and personal relationships and to plan well for their future relationships and families. It aspires to increase the resourcefulness of students and help them to live satisfying and quality lives. Resourcefulness is developed through helping students to view problems from various perspectives. Students are encouraged to recognize alternative resources and create resources in the solution of daily problems. This resourcefulness is essential in devel-

***Note***
*Please see Linda Peterat's letter in Reader Forum, this issue.*

oping self-reliant attitudes and abilities. Home economics/family studies provides young people the opportunity to consider daily living problems prior to their actual encounter and thus develops their response-ability as individuals in society. The skills and knowledge developed in home economics/family studies are useful to students not only in their personal and family lives, but also in securing and holding employment in business, industry, and the professions. Home economics/family studies programs work with individuals and families to support their capacities and abilities as individuals and families.

Home economics/family studies makes a unique contribution in education as a whole. It contributes to the strengthening of families which is essential for a strong nation and national economy. When workers experience difficulties meeting family commitments, many find it difficult to give their best at work and have a higher rate of absenteeism and stress related health issues (Canadian Committee, 1994a, 1994b). In a recent Conference Board survey of more than 7,000 employees, nearly one third reported experiencing stress or anxiety as a result of balancing work and home resposibilities (Alvi, 1994). Statistics Canada estimates that stress-related disorders due to overwork cost Canadian businesses $12 billion per year (Canadian Committee, 1994a). Home economics/family studies education contributes as a part of education to the personal, interpersonal, and social development of students.

## Indicators of Need for Home Economics/Family Studies

Our rapidly changing society places many strains on Canadian families. **The social, economic, and technological changes** occurring in society and their impact on work and personal and social relationships provide specific indication of the increasing need to provide the educational opportunity for young people to understand and direct their daily lives.

**A complex marketplace** forces people to make choices about basic personal and family needs in clothing and textiles, nutrition, and shelter from a myriad of goods and services available from all over the world. Decisions have both personal and social impact and require increased knowledge and decision-making skills. There is evidence suggesting that students need to gain competence in making informed, reasoned choices (Siggner, 1988).

**Home life is changed by new technologies** from communication devices such as the Internet, the VCR, and video technologies to devices such as microwave ovens, bread machines, and so on. Advances in genetics, reproduction, and life support systems raise legal and moral questions with implications for personal and family well-being. Technologies impact the resources available in families and the ways we relate to each other in families and society. Individuals and families are having to make decisions among the possibilities opened by the new technologies.

Family structures are more fluid, families are smaller, more couples choose not to have children, there are more one-parent families, more divorces and more quasi-legal marriages (Vanier Institute, 1994). **Students are faced with the changing make-up of their present family/families and making decisions about their future family.**

**Young Canadians are experiencing more strain in their relationships with their parents and with each other** (King & Coles, 1992). This is more pronounced with girls and may be related to adjustment problems they are experiencing with career aspirations, with body image, and dealing with the traditional values associated with marriage and family. Young men appear unaware of their increasing responsibilities with regard to child rearing and homemaking (King & Coles, 1992).

**Young Canadians tend to be more aggressive in their relationships with others** (King & Coles, 1992). There is a need to have young people understand how better to communicate with and relate to parents and peers and to manage stress in today's rapidly changing world. These needs are particularly crucial in the context of the increasingly diverse racial and ethnic Canadian society.

While numbers of elderly are increasing, few adolescents have close, on-going relationships with senior family members (Vanier Institute, 1994). **Social and moral questions concerning the elderly are of increasing importance.**

At an early age, **students face social and moral decisions about sexual relationships, contraception, reproduction, and parenting** (Dolney, 1996). These decisions are particularly complex in the context of diverse cultures and values among Canadian families. As a result of circumstance or choice, **the numbers of lone parents are increasing** (Vanier Institute, 1994). Many young people growing up in small or single-child families today no longer have experience in caring for young children.

**The labour force participation** rates of men are declining, the rates of women have increased rapidly during past decades, and more than half of Canada's student population is in the labour market (Vanier Institute, 1994). In the majority of two-parent families, both parents are employed in the labour force. In Canada, approximately 50% of married women with young children are employed outside the home. This changing role of women in society requires that both men and women adjust to changing roles within families. Children and adolescents are assuming responsible roles within their own families at an early age and they are concerned about establishing their own future roles and relationship patterns.

**Global competition, global travel, and communication have radically changed the way we work.** Canada is a highly mobile society in which families move frequently within their community and beyond, often to secure employment (Vanier Institute, 1994). Parents may be absent from the home, living in another country or region in the country, for reasons of employment. There are fewer full-year, full-time jobs and more family homes are becoming places of paid work and enterprise.

More than 1.2 million of Canada's children live in **families with incomes below poverty lines** (Ross, Shillington & Lochhead, 1994; Vanier Institute, 1994). A recent survey by the Angus Reid Group found that economic concerns like finances, the economy, and employment prospects are the most pressing issues facing families for 72% of respondents (Vanier Institute, 1994).

**Troubled families are on the rise**. The numbers of reported cases of assault and battering, child or elder abuse, abuses of alcohol and drugs, and delinquencies are increasing. Twenty-five percent of Canadian women and 10% of Canadian men have been abused before the age of 16 (Vanier Institute, 1994). Sixty to seventy percent of runaways and 98% of child prostitutes have a history of child abuse (Vis-à-vis, 1995). Seventy-five percent of abusive husbands have grown up in violent, abusive families. Family court judges suggest that a lack of parenting skills among many adults is the underlying cause for a majority of problems of delinquent youth.

## The Current State of Home Economics/Family Studies Education

Home economics/family studies courses are offered in all provinces at each level of secondary education (Peterat & Khamasi, 1994). However, in most provinces in most grades, they are elective. The number of compulsory courses in a secondary student's program severely limits the number of electives which students can take. Consequently, home economics/family studies education reaches a minority of students in the schools of Canada and therefore has not reached its potential in contributing to the development of students and in strengthening families in Canada.

The above indicators of need highlight the importance of home economics/family studies education that provides an opportunity for students to:

- gain an understanding of present family experience and improve their capacity as family members;
- evaluate a variety of social circumstances such as declining family incomes, alternate role arrangements, increasing globalization, the aging population, and their influence on family well-being;
- develop values and expectations that will assist them in establishing Canada's future families;
- develop technical, communicative, and critical thinking skills that foster a productive work and family life.

## Home economics/family studies education can be a force for:

- enhancing the coping ability of Canadians to deal with personal and family health problems;
- assisting girls/women and boys/men in creating more equitable relations in families, the workplace and society;
- increasing the resources available to all families in helping them carry out their family responsibilities.

**Home Economics/Family Studies is the only school subject whose primary focus is on preparing students for everyday life in an increasingly complex global society. It is unique in its systematic, integrative approach where problems of daily life are addressed in a holistic manner.**

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# Scholarships for Graduate Study

## Eligibility

Applicant must be:
- Canadian citizen or landed immigrant
- member of CHEA
- graduate in home economics, human ecology, or consumer studies (Additional requirements are noted in descriptions.)
- proceeding to a higher academic degree

Individuals may apply for a maximum of 2 scholarships, and are reminded to read the accompanying descriptions carefully to determine which are best matched to the applicant.

Previous CHEA scholarship winners are eligible to reapply for awards, provided they continue to be enroled in graduate study.

Unsuccessful applicants may reapply for the same or different awards in future years. Files are not kept, so a new application must be submitted each time.

## Awarding of Scholarships

Applications which satisfy the award criteria are evaluated on the basis of personal qualities, past or potential contribution to the profession of home economics, and scholarship.

Applicants will be notified of the decision of the Awards Committee by April 30. Funds are released to winners once it has been confirmed that they are registered in their respective programs.

## Application Process

Completed applications must be postmarked no later than January 15.

Application forms are available through faculty offices, or from CHEA.

**Canadian Home Economics Association**
**307 - 151 Slater Street**
**Ottawa, ON K1P 5H3**

| | |
|---|---|
| doctoral study<br>$2,000.* | **Fiftieth Anniversary Scholarship**<br>Commemorates the 50th anniversary of CHEA. Applicant must have been a CHEA member for at least 2 years. |
| graduate study<br>$2,000.* | **Silver Jubilee Scholarship**<br>Commemorates the 25th anniversary of CHEA. |
| graduate study<br>$2,000.* | **Mary A. Clarke Memorial Scholarship**<br>Established as a tribute to Mary Clarke, a valued member of CHEA, and 1952-54 president. |
| graduate study (foods)<br>$1,000 | **Nestlé Canada Scholarship**<br>Selection based on previously described general criteria, and on intention of the applicant to pursue a career in the food industry. Presented by Nestlé Canada Inc. |
| graduate study<br>$1000 | **Robin Hood Multifoods Scholarship**<br>Preference is given to an individual planning a career in business, consumer service (foods), or foodservice management. Presented by Robin Hood Multifoods Inc. |
| Masters of Education<br>$5000 | **Ruth Binnie Scholarship (two awards)**<br>For a graduate in home economics or home economics education who holds a professional teaching certificate, and has a high commitment to the teaching profession and home economics education. First consideration is given to full-time students; awards to part-time students will be prorated. In addition to the general criteria for awards, consideration will be given to contribution toward home economics education in junior or senior high school, and potential in the education field. Established through the generosity of the late Ruth Binnie, Halifax, to provide quality of home economics education in Canada.<br>***The actual value of these scholarships may be more than $2,000 depending on interest and investment revenue in 1996-97.** |

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augmenté rapidement au cours des dernières décennies, et plus de la moitié de la population étudiante au Canada fait partie de la population active (L'Institut Vanier, 1994). Dans la plupart des familles comptant deux parents, le père et la mère sont sur le marché du travail. Au Canada, près de 50 p. 100 des femmes mariées ayant de jeunes enfants travaillent à l'extérieur du foyer. Cette évolution du rôle des femmes dans la société nécessite, de la part des hommes et des femmes, une adaptation aux nouveaux rôles au sein de la famille. Les enfants et les adolescents assument maintenant des rôles de responsabilité au sein de leur propre famille à un âge assez précoce et ils s'interrogent beaucoup sur leurs futurs rôles et modèles de relations.

**La concurrence mondiale, les voyages, et les communications à l'échelle planétaire ont radicalement transformé le monde du travail.** Le Canada est une société très mobile, au sein de laquelle les familles se déplacent fréquemment, à l'intérieur et au-delà de leur communauté, souvent pour une question d'emploi (L'Institut Vanier, 1994). Il arrive aussi que le travail oblige les parents à s'absenter de leur domicile et à vivre à l'étranger ou dans une autre région du pays. On compte de moins en moins de postes à plein temps et de plus en plus de domiciles sont transformés en lieux de travail rémunéré et en entreprises.

Plus de 1,2 millions d'enfants canadiens vivent dans des **familles dont les revenus sont inférieurs au seuil de pauvreté** (L'Institut Vanier, 1994; Ross, Shillington & Lochhead, 1994). Une enquête récente effectuée par le Groupe Angus Reid a révélé que, pour 72 p. 100 des répondants, les problèmes les plus urgents étaient reliés aux finances, à l'économie, et aux perspectives d'emploi (L'Institut Vanier, 1994).

**Le nombre de familles en difficulté est à la hausse**. On note une augmentation du nombre de cas signalés d'agression et de violence, de violence faite aux enfants et aux aînés, de consommation d'alcool et de drogue ainsi que de délinquance. Vingt-cinq pour cent des Canadiennes et 10 p. 100 des Canadiens ont été victimes de violence avant l'âge de 16 ans (L'Institut Vanier, 1994). Soixante à soixante-dix pour cent des fugueurs et 98 p. 100 des enfants qui se tournent vers la prostitution ont des antécédents de violence familiale (Vis-à-vis, 1995). Soixante-quinze pour cent des hommes violents ont grandi au sein de familles violentes. De l'avis des juges de tribunaux des causes familiales, une carence au niveau des compétences parentales chez un grand nombre d'adultes serait la cause sous-jacente d'une grande majorité des problèmes vécus par la jeunesse délinquante.

### *L'état actuel de l'enseignement de l'économie familiale / études familiales*

Les cours d'économie familiale /études familiales sont offerts dans toutes les provinces, à chaque niveau du secondaire. (Peterat & Khamasi, 1994). Toutefois, ils demeurent facultatifs dans la plupart des provinces et des niveaux. Le nombre de cours obligatoires au secondaire limite grandement le nombre de cours facultatifs que les élèves peuvent choisir. Par conséquent, l'enseignement de l'économie familiale /études familiales ne rejoint qu'une minorité d'élèves dans les écoles canadiennes et ne peut donc pas contribuer pleinement au développement des élèves et au renforcement des familles canadiennes.

Les indicateurs des besoins susmentionnés soulignent l'importance de l'enseignement de l'économie familiale /études familiales, qui offre aux élèves la possibilité :

- de mieux saisir ce qu'est la famille d'aujourd'hui et d'améliorer leurs compétences en tant que membres d'une famille;
- d'évaluer diverses circonstances sociales, telles que la diminution des revenus familiaux, l'apparition de nouveaux rôles, l'accroissement de la mondialisation, le vieillissement de la population, ainsi que leur influence sur le bien-être de la famille;
- d'établir des valeurs et des attentes qui les aideront à former les familles canadiennes de demain;
- de perfectionner des compétences techniques, de communication et de pensée critique qui stimulent une vie professionnelle et familiale productive.

**L'enseignement de l'économie familiale / études familiales peut fortement contribuer à :**

- accroître la capacité des Canadiens et Canadiennes à réagir à divers problèmes de santé personnels et familiaux;
- aider les jeunes filles, les femmes, les garçons et les hommes à créer des relations plus équitables au sein de leur famille, de leur milieu de travail et de la société en général;
- enrichir les ressources offertes à toutes les familles pour les aider à mieux assumer leurs responsabilités familiales.

**L'économie familiale / études familiales sont les seules matières scolaires dont l'objectif principal est de préparer les élèves aux réalités quotidiennes dans une société globale de plus en plus complexe. Ces disciplines se distinguent par leur approche systématique et intégrative, qui favorise l'examen des problèmes de la vie quotidienne selon une perspective holistique.**

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# BOURSES D'ÉTUDES SUPÉRIEURES

## Admissibilité

Conditions à remplir:
- être citoyenne canadienne ou immigrante reçue
- être membre de l'ACd'EF
- être diplômée d'économie familiale, d'écologie humaine ou d'études des consommateurs (voir les autres conditions dans les descriptions)
- poursuivre des études de niveau supérieur

Les candidates peuvent s'inscrire à 2 bourses au maximum. Elles doivent lire attentivement les descriptions ci-contre pour choisir les bourses correspondant le mieux à leur cas.

Les personnes qui ont déjà reçu une bourse d'études de l'ACd'EF peuvent poser à nouveau leur candidature si elles sont encore inscrites à des études supérieures. Les candidates qui n'ont pas été sélectionnées peuvent postuler à nouveau la même bourse, ou une autre, les années suivantes. Nous ne gardons pas les dossiers. Il faut chaque fois faire une nouvelle demande.

## Attribution des bourses

Les demandes qui répondent aux critères sont évaluées en fonction des qualités personnelles de la candidate, de son apport passé ou possible à la profession de l'économie familiale et de ses notes.

Les intéressées seront informées au plus tard le 30 avril de la décision du Comité des prix et bourses. Les personnes sélectionnées recevront l'argent après confirmation de leur inscription dans leurs programmes respectifs.

## Modalités de demande

Le formulaire de demande dûment rempli doit être envoyé au plus tard le 15 janvier, le cachet de la poste faisant foi.

Les formulaires sont disponibles dans les facultés ou à l'ACd'EF.

**Canadian Home Economics Association**
**Association canadienne d'économie familiale**
151, rue Slater - bureau 307, Ottawa (ON) K1P 5H3
Téléphone: (613) 238-8817 Télécopieur: (613) 238-8972

***La valeur réelle de ces bourses et prix peut excéder 2 000 $, selon l'intérêt et le revenue de placement durant 1996-1997.**

| | |
|---|---|
| Doctorat<br>*2000 $ | **Bourse du Cinquantenaire**<br>Célébration du Cinquantenaire de l'ACd'EF. Les candidates doivent avoir été membres de l'ACd'EF au moins deux ans. |
| 2e et 3e cycles<br>*2000 $ | **Bourse du Vingt-cinquième anniversaire**<br>Célébration du Vingt-cinquième anniversaire de l'ACd'EF. |
| 2e et 3e cycles<br>*2000 $ | **Bourse commémorative Mary A. Clarke**<br>Offerte en l'honneur de Mary Clarke, membre éminent de l'ACd'EF et présidente de 1952 à 1954. |
| 2e et 3e cycles (alimentation) généraux déjà indiqués<br>1000 $ | **Bourse des Entreprises Nestlé Canada**<br>La sélection est faite d'après les critères et l'intention de la candidate de faire carrière dans l'industrie de l'alimentation.<br>Décernée par les Entreprises Nestlé Canada. |
| 2e et 3e cycles<br>1000 $ | **Bourse Robin Hood Multifoods**<br>La préférence ira à une personne qui veut faire carrière dans les affaires, le service aux consommateurs (alimentation) ou la gestion de services alimentaires.<br>Décernée par Robin Hood Multifoods Inc. |
| Maîtrise en Éducation<br>5000 $ | **Bourse Ruth Binnie** (2 bourses)<br>Destinée à une diplômée en économie familiale ou éducation à l'économie familiale, détentrice d'un certificat d'enseignement professionel et très intéressé par l'enseignement de la profession et l'éducation à l'économie familiale. La préférence ira d'abord aux étudiantes à plein temps. Les bourses offertes aux étudiantes à temps partiel seront proportionnelles. En plus des critères généraux indiqués pour les bourses, le Comité tiendra compte des contributions de la candidate à l'enseignement de l'économie familiale dans les écoles secondaires, et de son apport possible dans le domaine de l'éducation. La bourse est décernée grâce à la générosité de feu Ruth Binnie (Halifax) pour une éducation de qualité en économie familiale au Canada. |

septembre 1996

# Professional Development: The Need for Increased Academic Activity

## *Martin Coppack*

Home Economics can be viewed as a discipline which ties together the most important elements of human living. It could be argued that few disciplines have such a noble and worthwhile mission as does home economics.

When making a statement like this in a journal such as *The Home Economist*, one could be viewed as preaching to the converted. However, it could also be argued that there is much to discuss and remind ourselves of when considering the present standing of the profession.

In terms of status, the impetus for progression may well depend more on how we as a group are perceived rather than on the values and standards of our members — a view voiced by Thomson and McGuiness (1993).

Knowledge is power, a phrase frequently quoted by academics. Alongside knowledge and power, status and respect are also often attained. At present home economics is not viewed as a highly respected subject by practitioners of other disciplines. Home economics is often perceived as consisting of facts taken from other disciplines creating a subject seen as interpretative solely of known facts. Thus, the passive technical view of home economics is exacerbated. (As described by Badir, 1988.)

### Limit Our Parameters

In terms of our academic credibility and status we can no longer allow other disciplines to describe and in turn limit our parameters of study. No longer can home economics afford to be reactionary rather than proactive. Knowledge is indeed power and home economics is in desperate need of its own body of theory, unique to its own practitioners, held together with its own concepts.

With regard to the CNAA [Council for National Academic Awards] (1992) report's call for subject development, the review body emphasises the importance of increased research, published articles and books for the academic credibility of home economics and its future development. It also points to the lack of publications written specifically for home economics and consumer studies students at degree level. In addition, it attributes some of the difficulty in achieving research goals to the relatively small number of academic staff within home economics higher education as a whole.

Despite such calls for increased research and academic activity, what is the situation in the United Kingdom today? What opportunities are in place for graduates fresh out of college with ambitions to study home economics as a subject in its own right, past first degree level? At present, no taught higher degrees are in existence for students to study home economics as a distinct subject. Obviously, with home economics being the diverse subject it is, elements of specialization are inevitable, but the emphasis could still be kept on the integrative nature of the discipline. A case could also be made here for more higher degrees by research where development of home economics theories could be examined. (A major recommendation made by the CNAA 1992 review body.)

The new MSc course reviewed by Hutchinson (1994) at South Bank University seems a positive move forward, but it is still very subject specific and aimed at product specialists of many backgrounds. If indeed professionalism in home economics is characterised as a case of excellence in the practising of diverse functions (Etzioni, 1969), why does this professionalism have to end at degree level for so many? As Lawson (1993) writes,

> There may be potential for academic careers in human nutrition, hospitality studies or textile retailing, but there is little or no promise in home economics. Despite the number of people involved in the home economics profession there are limited opportunities for professional growth and advancement...It is tantamount to fraud to encourage any person to pursue an academic career in home economics; the prospects for advancement are dismal.

How credible can home economics as an academic subject appear to other disciplines when academic progression is so limited? As a result of this there are bound to be a large number of ambitious would-be academic home economists frustrated with the present lack of opportunities, especially funded opportunities, which exist in our discipline, especially when compared to other more respected subjects.

Evans (1992) in his article concerning the United Kingdom Association of Home Economics and Consumer Studies (AHECS) and the role it has to play in higher education emphasised the need for the promotion and initiation of home economics and consumer studies research:

> A quality research base is essential for this subject area to firmly establish itself as an academic subject in higher education in its own right. (Evans, 1992)

He also emphasises the importance of institutional research, which would

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***Editor's Note***

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be encouraged by an identified focus for research in the United Kingdom. The aim of this is to provide a basis for research funding representations. Such an aim can be viewed as a very positive move for home economics and consumer studies.

### Crucial

The existence of such an organisation as the AHECS is crucial to the subject of home economics, especially in terms of it being a lead body which employers and government can address in matters concerning higher education. However, do we as members of other organisations concerned with home economics and consumer studies education need to discuss the higher education needs of home economics further?

Indeed the question has recently been asked, "How should the Institute [of Home Economics] be lobbying Government, employers and the educationalists to reinforce the acclaimed value of home economics in education and all aspects of life?" (*Home Economics News*, July 1994, Open Forum Questionnaire). By its own definition the Institute is the professional body for home economics in the United Kingdom and: "As such it is concerned with the practice and standards within home economics; and with the links between home economists and employers or other professional groups" (Miller, 1988).

Both overall standards and practice within home economics are directly affected by standards in education. With the Institute's link with employers, the Government, and other professional groups it is in a potentially advantageous position to effect change. If this is indeed true the time for change is now, otherwise the status of a true profession with real power to carry out its mission will remain elusive. Increased academic credibility is not necessarily the answer to all of the profession's problems, but it is a major prerequisite which needs to be met for meaningful progression to be made.

### Time to Make a Move

The time is right for home economics practitioners to make a move. We need to try to put some measurement on the non-measurable parts of our discipline. In such fiscal-oriented times our mission of trying "to improve the quality of life for families and their individual members" (Vincenti, 1983) needs to be put across to those who hold the purse strings in a quantifiable form.

> ...The satisfaction of basic needs to sustain human society is fundamental to any economic system. By this failure to acknowledge the primacy of reproduction, the male face of economics is fatally flawed. (Waring, 1988)

Over recent years fundamental restructuring of the Welfare State has taken place with a determined attempt to roll back the frontiers of state provision as resources increasingly become more scarce. Individual responsibility and responsibilities of families and communities are now the order of the day. Can we not as experts on family and community issues market ourselves to the relevant sources of Government funding in such areas? Can we not rationalise ourselves in terms of cost effectiveness? The voice of home economics needs to be heard. After all, we are the experts in family resource management. We cannot afford to be overlooked. All too often we are overlooked in favour of more established disciplines — sociology being just one example.

Increased academic credibility for home economics is a priority which needs to be addressed sooner rather than later. There is much to gain, not just for the profession and its practitioners, but also through our mission for the families and individual members we strive to empower.

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## *What Do You Say ... When Asked About*

# Cultural Expression and the Global Media

### *Susan Muduwa*

According to William Haviland, culture can be defined as "the abstract values, beliefs and perceptions of the world that lie behind people's behaviour," and that this behaviour reflects day to day living. The African-American writer John G. Jackson, in his book *Introduction to African Civilizations*, defines culture as "...patterned behaviour which the individual learns, either through instruction or imitation, from other members of his or her social group." Culture thus involves language, ideas, morals, customs, rituals, codes of ethics, ceremonies, taboos, tools, works of art, music, techniques, institutions, and dress. In short, culture molds a way of life, reasoning, understanding, and actions that distinguish a society, ethnic group, or an individual with a unique identity.

The introduction of international media to developing countries has had both beneficial and detrimental effects on their traditional cultures. We may think of change as an accumulation of innovation. However, the acceptance of a new and innovative way frequently leads to the loss of an older one. In the service of national "development," the mass media are perceived as agents of social change, expected to help accomplish the transition to new customs and practices, even to different social relationships. Behind such changes in behaviour and relationships must necessarily lie substantial changes in attitudes, beliefs, skills, and social norms.

People in many societies are increasingly being exposed to new educational directions and modern social norms. The media gives people knowledge that increases their understanding of their community thus enabling them to exert more control over their environments, resulting in the motivation to participate and create change.

In my response to the question "What do you say when asked what happens to traditional culture when the international media dominates?" I will discuss the influence of mass communication and illustrate its innate ability to change society, from an African perspective and the culture familiar to me.

Rigidly defined traditional gender roles have created social barriers and precluded the self-advancement of many African women. In some traditional cultures, women are considered men's property, with prescribed roles as wife and mother. This has resulted in the deprivation of formal education for girls and women in preference for boys and men, substantially limiting women's participation in economic, social, and political activities. This has transformed women's existence into social dependence. Most traditional societies are also paternalistic and discriminatory. Women in such cultures do not have rights to their children nor property. In case of separation or divorce, therefore, women cannot even claim child custody irrespective of the fact that many have the sole responsibility for care of children. In the media, the positive portrayal of women has significantly influenced cultural perspectives on women. The portrayal of women in different walks of life as scientists, lawyers, politicians, etc., has enhanced and enriched our societies and influenced cultural attitudes towards women to see them as contributing members to political, social, and economic systems. This has led to the realization of the benefit of educating women. Some home economists have heightened women's awareness through the organization of social groups and have promoted economic independence especially among rural women. Home economists have also promoted and dispersed various ethnic cuisine within each country, introducing a broader perspective of the world.

There is a tendency for modern society to categorize and classify people. This classification may be needed for practical purposes and can be useful for society as a whole. However, if, for example, a classification is based solely on physical ability, it may have segregative effects resulting in prejudice and discriminatory behaviour towards persons with disabilities. In Africa, the disabled have a low social-economic status and are perceived as inferior. The prevailing economic structures are not designed to meet the special needs of the disabled people. The disabled are excluded from employment and from access to community services such as education, health, and transportation.

International media, if used in a positive way, could eliminate age-old traditional prejudices by projecting pictures of handicapped persons in positive situations where they perform as well as anyone else. Television, radio, press, and traditional media such as folk theatre, songs, and rituals could be reorganized to change negative attitudes towards the disabled into positive acceptance. In Africa, the radio has been particularly useful for mass education because it capitalizes on the great African oral tradition and does not require literacy.

We must not be overly idealistic. To say that the media

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**The Author**

*Susan Muduwa was a graduate student in the Department of Foods and Nutrition in the Faculty of Human Ecology, University of Manitoba, at the time of this presentation.*

**Editor's Note**

*This paper is based on a presentation given at the 1995 CHEA International Development Workshop, Edmonton.*

can do these constructive things is not to say in practice they will. What the mass media will do is determined by the context in which they exist. The prevailing ideology, political and economic, and historical circumstances are the decisive factors. Mass media will be ineffective in positive change if they are used without adequate knowledge of the local culture where they are going to be received.

In Africa, the international media has had some negative effects on desirable cultural traditions. Television, as a visual means of communication, is very appealing and could have the greatest effect, desirable or undesirable, on culture. Television in Africa is limited to urban areas for the literate few. Its main effect on African culture is therefore indirect through advertising limited to the elite urban dwellers. Individuals working in the media and the advertising industry have been trained in western societies, thus their presentations have a distinct western influence and bias.

International media have influenced the relationship between adults and young people, parents and children. In African culture, adults are viewed as the wise who have to be obeyed and respected. With the increasing shift from the extended to the nuclear family system, families are becoming more isolated and communal upbringing of the children is lost, with children growing up not knowing many of their relatives or aspects of their culture.

People and themes portrayed as African are adopted from international media. Ordinary people in African traditional dress, and African queens and kings are seen as primitive and too traditional for modern portrayal. The extended family system is not portrayed at all. The increasing portrayal of the nuclear family as the ideal is gradually influencing the society's elite to shun the extended family system. The result is the disintegration of the larger family and the loss of all benefits from relatives. This influence of the media on the elite and educated trickles down to the masses and its effect is to transform traditional culture.

International media have a profound effect on traditional religions, songs and dances, traditional medicine, and political systems. For example, the media continues to portray traditional medicine and religion as primitive and pagan. This has resulted in the denouncement of these by some people. Traditional African dances and songs have been portrayed as primitive and uncivilized by the international media. As a result, cherished traditions have not been passed on to the younger generation and the younger folks increasingly prefer western music and dances over the traditional ones. The western media's influence has also contributed to the disintegration of traditional government structures and have instead promoted the western democratic system.

In conclusion, the western media has had both desirable and detrimental effects on African societies. Media such as Canadian News Network (CNN), *Time* and *Newsweek* magazines, and newspapers, which are the most popular western communications mode, span the globe. Western media have brought about some educational, social, and political changes which have benefited African society. However, some changes have led to misconceptions of that society and have led to the perception that African traditional culture is inferior to other cultures, thus fostering the displacement of the traditional African culture.

## *FEDERATED WOMEN'S INSTITUTES OF ONTARIO SCHOLARSHIP ($2500)*

### ELIGIBILITY

Applicant must be:

- an international student from a CIDA - eligible country
- studying at an Ontario university
- planning to return to their home country to work in development of human potential
- either a graduate or undergraduate student

### AWARDING OF SCHOLARSHIP

Applications which satisfy the award criteria are evaluated on excellence in scholastic achievement, leadership, and professional potential.

### APPLICATION PROCESS

Completed applications must be postmarked no later than **JANUARY 15.** Applicants will be notified of the Awards Committee decision by April 30.

## *BOURSE INTERNATIONALE DU FEDERATED WOMEN'S INSTITUTES OF ONTARIO (2 500 $)*

### CRITÈRES D'ADMISSIBILITÉ

La candidate ou le candidat doit

- être une étudiante étrangère ou un étudiant étranger d'un pays admissible de 'ACDI
- être inscite ou inscrit dans une université de l'Ontario
- pévoir retourner dans son pays d'origine et travailler dans un domaine qui développe le potential humain
- faire des études supérieures ou des études de premier cycle

### ATTRIBUTION DE LA BOURSE

Les candidatures qui satisfont aux critères seront évaluées en fonction de l'excellence du rendement scolaire, du leadership et du potential professionel de la personne.

### MODALITÉS

Toutes les personnes intéressées doivent envoyer leur candidature au plus tart le **15 janvier,** le cachet de la poste faisant foi. Elles seront informées de la décision du comité des prix et bourses avant le 30 avril.

FOR HOME AND COUNTRY

**Canadian Home Economics Association**
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# On the Job

*"Each life story a profound learning experience..." - Esther Ignagni*

*Contributed by Jennifer Welsh*

Like so many exceptional people, Esther Ignagni is somewhat uncomfortable being celebrated as a "star," even though she was the first person to win both of the two highest awards at Ryerson Polytechnic University's 1996 Convocation —the Ryerson Gold Medal, which is based on outstanding academic achievement and participation in co-curricular and extra-curricular activities within Ryerson and/or the community at large, and the Governor-General's Silver Academic Medal, which recognizes the top academic student at each eligible postsecondary institution in Canada. Clearly, Esther is blessed with unusual abilities, amply demonstrated over her four years of study in Ryerson's School of Nutrition, Consumer and Family Studies. These outstanding achievements are even more remarkable given that Esther is visually impaired.

Equally impressive is the story of her wish to pursue a career in nutrition, and the weave of her volunteer experience. She speaks poignantly about the complexity of people's lives and the limitations and opportunities of touching those lives through the window of nutrition:

> Through some work as a support group facilitator for carepartners of people living with AIDS, I saw the manner in which issues pertaining to food and nutrition can affect one's life on several different levels. Members of the group were often preoccupied with how to maximize the calorie and nutrient density of their partner's meals, and how to ensure that those meals minimized some of the negative effects associated with HIV.
>
> As we were encouraged at Ryerson to view food more broadly than simply its nutritional value, it became evident that some of the group members were concerned with much more than the already stressful problem that their lover was physically wasting. Issues around food were a proxy for other losses. Not being able to sit together in a restaurant because one of you is continually fighting bouts of nausea is symptomatic of how the very nature of your relationship is irrevocably changing — the things you did as a couple are slipping away. No amount of diet counselling will ever remedy this.

Part of Esther's understanding of food came from operating her own catering business prior to studying at Ryerson. Possibly this contributed to her remarkable ability to recognize the fullness of the experience of food in people's lives. In recent years, Esther began to volunteer at Bloorview Children's Hospital as a feeding assistant to severely disabled children. Through her engaging style and confident manner, she slowly but surely challenged the feeding expectations of other caregivers so as to enhance the total feeding experience for both the children and their families. She worked with Dr. Janet Chappell in exploring the broader dimensions of the feeding paradigm, and will continue this work in her Masters studies at the University of Toronto.

Again, in Esther's words, we can hear her reflect on the complexity of professional practice:

> Another point during the last four years: I was volunteering at a community health clinic which served primarily the homeless and marginally housed community. The experience taught me that practice must constantly be re-evaluated in order to effectively meet the needs of people you are trying to support.

For example, one woman who came into the clinic had been so badly beaten by her partner that her jaw had been broken. She had had her jaw wired at the Emergency, was given pain killers, and released with orders to follow a soft diet. When she came to the clinic for followup health care, workers were disappointed to see her in this condition. Apparently, this was not the first time it had happened. The health care workers did what you might expect them to. They tended to her jaw, gave her dietary supplements, and gave her suggestions where she could stay in order to avoid her boyfriend. What surprised me was to listen to one worker suggest ways she could have intercourse and not be in much pain. It was later explained to me that this woman was a prostitute and could not afford to take much time off. In the past, the health care workers had spent more time telling women they should not return to work until after they recovered — however, those women rarely came back. The health care workers felt that perhaps what they had conveyed as appropriate medical support was perceived as judgment and interference by the women that came to see them. Over time, they changed their means of support, reasoning that they could only have a positive impact on the community if the community wanted them there.

As one familiar with Esther's course papers and reflections on practice, I know that she takes each life story and volunteer experience as a profound learning opportunity, always respectful of the diversity of individual needs and attentive to the larger social issues. For Esther, it seems that life itself is a teacher. Her learning takes place both inside and outside the classroom.

In the words of a faculty colleague: "Esther has an intuitive sense regarding the rigours and opportunities of research, and an enviable capacity for critical thinking and communication." Returning to another example of Esther's volunteer commitment, she added, "Never one to lose sight of her food interests, Esther provided recipes and workshop resources for a lunch drop-in for low income single women. She also established health and lifeskills workshops for the same community. In the summer of 1993, she assisted in the organization of a community food business project-planning workshop at the Toronto Food Policy Council."

Esther's story is one that weaves together the "perennial problems of everyday life" in a way that is familiar to the field of home economics. But she has chosen to reach out to people in a range of different, and exceptionally difficult, circumstances. Esther wrote, in reflecting on her decision to start a degree in nutrition, that she had found it "difficult to get a grasp on the issues that individuals were facing; they were impossible to put into neat categories. Similarly, I was never able to find the best approach when trying to support someone through a crisis." My sense is that Esther will continue to struggle with these questions and challenges... and she will do so with an eloquence and grace that is an inspiration to us all.

## *CARHE/ACREF GRADUATE STUDENT RESEARCH AWARD*

Maximum $500 to be used toward travel costs to attend and present paper at CARHE Annual Conference at Memorial University of Newfoundland, June 8-10, 1997 (award contingent upon attendance). Conference registration fees waived. One year's CARHE/ACREF membership provided.

Open to graduate students who are Canadian citizens or landed immigrants and who are currently enrolled in, have been accepted into, or have within the last calendar year completed a Masters or Doctoral program within Home Economics or a related field. Applicant must be a current member of CARHE/ACREF.

Eligible are research, theory, or review papers on a current topic within Home Economics. The paper cannot be published previously but may be submitted subsequently for publication.

## *ACREF/CARHE BOURSE DE RECHERCHE DE 2e ou 3e CYCLE*

Un maximum de 500 $ pour défrayer les frais de voyage au Congrès annuel de l'ACREF/CARHE à Memorial University of Newfoundland, 8-10 juin 1997. (Votre présence au Congrès est nécessaire pour recevoir la bourse.) Les frais d'inscription au Congrès seront payés par l'ACREF/CARHE, tout comme les frais d'adhésion pour une année à l'ACREF/CARHE.

La bourse est offerte aux étudiant(e)s inscrit(e)s au 2e ou 3e cycle qui sont des citoyens Canadiens ou immigrants–reçus et qui sont inscrits ou acceptés dans un programme d'économie familiale ou dans un domaine connexe ou qui viennent de terminer leur maîtrise ou leur doctorat dans un de ces domaines. Tout candidat doit être membre de l'ACREF/CARHE.

Les articles soumis ne devront pas déjà avoir été publiés, mais ils peuvent être soumis pour publication après le concours.

**For details contact/Contacter**

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# Current Literature

### *compiled by* **Debbie MacLellan**

## Clothing & Textiles/Textiles et habillement

### Design and evaluation of clothing for the neonate.

Bergen, M.E., Capjack, L., McCannon, L.G. & Richards, E. (1996). *Clothing and Textiles Research Journal, 14*(4), 225-233.

Every day, countless premature babies begin their lives weeks or even months too early. Because of being born at an early gestational age, the diminutive size of the neonate, coupled with medical problems, creates some unique clothing needs. Hospitals often have difficulty meeting these clothing needs due to budget constraints and general unavailability of the miniature sized and specially adapted clothing. This research used the functional design process as the conceptual framework to design and evaluate clothing for the premature infant in the intensive care setting. Six design criteria were identified from which specifications were developed and their interrelationships explored through an interaction matrix. Prototype garments were evaluated by caregivers in the neonatal intensive care setting in two hospitals. Results indicate that there is a definite need for clothing in a range of sizes with special adaptations for the premature infant in the intensive care setting.

**Reprinted with permission from** *Clothing and Textiles Research Journal.*

### Challenges of the 1990s: Clothing and textiles enrollment trends and program issues.

Feather, B.L. (1996). *Clothing and Textiles Research Journal, 14*(4), 234-241.

Major changes are occurring in higher education. Clothing and textiles programs with origins in home economics face many challenges as they move into the 21st century. The three purposes of this study were (1) to examine enrollment patterns, staffing and department configurations; (2) to ascertain the extent of departments' involvement in recruitment and enrichment or improvement activities, and perception of environmental conditions affecting programs; and (3) to test hypotheses concerning potential differences between large and small programs for recruitment, enrichment or improvement and environmental conditions. One questionnaire was mailed to the administrator of every department (234) with faculty who were members of the International Textile and Apparel Association in the United States, 160 administrators provided useable responses. Seventy percent of the administrators indicated their departments were multidisciplinary. Small programs, fewer than six faculty, constituted seventy percent of the sample used in the analysis. MANOVA and Hotelling's T2 procedures identified differences between large and small programs for recruitment ($F(10,119)=1.86$, $p<.05$), with large programs indicating greater recruitment activities. The other two hypotheses approached significance by program size for enrichment or improvement activities ($F(10,128)=1.71$, $p=.08$) and perceptions of environmental conditions ($F(12,119)=1.73$, $p=.07$). Conclusions and implications focus on critical issues and concerns.

**Reprinted with permission from** *Clothing and Textiles Research Journal.*

### Clothing, sex of subject, and rape myth acceptance as factors affecting attributions about an incident of acquaintance rape.

Workman, J.E. & Orr, R.L. (1996). *Clothing and Textiles Research Journal, 14*(4), 276-284.

The purpose of this study was to investigate effects of victim's clothing, sex of subject, and rape myth acceptance on attributions concerning an incident of acquaintance rape. Subjects were male and female university students who read a scenario depicting acquaintance rape, viewed a photograph of one of three female models in a short, moderate or long skirt, answered ten questions concerning their perceptions of the incident, and completed a Rape Myth Acceptance scale. Main effects were found for sex of subject, for rape myth acceptance and for victim's clothing. There were 2-way interactions between rape myth acceptance, and victim's clothing for four questions. Results of this study document existence of a belief in, and potential effects of, rape myths. Since belief in rape myths is likely to interact with clothing cues to affect perceptions of a victim, it is important that a rape victim's clothing not be allowed as evidence in a trial.

**Reprinted with permission from** *Clothing and Textiles Research Journal.*

**Supplementary listing of articles:**

**Relationship of optimum stimulation level to fashion behaviour.** Kwon, Y. & Workman, J.E. (1996). *Clothing and Textiles Research Journal, 14*(4), 249-256.

**Osnaburg overalls, calico frocks, and homespun suits: The use of 19th century Georgia newspaper notices to research slave clothing and textiles.** Hunt, P.K. (1996). *Clothing and Textiles Research Journal, 14*(3), 200-203.

## Family/Consumer Studies
## La Famille/Consommation et gestion

### Patterns of parenting during adolescence: Perceptions of adolescents and parents.

Paulson, S.E. & Sputa, C.L. (1996). *Adolescence, 31*(122), 369-381.

The purposes of this study were (1) to explore differences in maternal and paternal parenting style and parental involvement, (2) to examine the differences between parents' and adolescents' perceptions of parenting style and parental involvement, and (3) to explore the changes in parenting style and parental involvement between the adolescents' ninth and twelfth grade years. Subjects were 244 ninth graders recruited from several school districts in the Southeast and Midwest. Thirty-one subjects participated in a small longitudinal study three years later when they were in the twelfth grade. Measures of maternal and parental demandingness, responsiveness, values towards achievement, involvement in schoolwork, and involvement in school functions, designed for this program of research, were obtained from both adolescents and their parents. Results showed that both adolescents and parents perceived mothers to be more involved in parenting than were fathers during both ninth and twelfth grades. Mothers and fathers were not found to be different regarding their values toward achievement. Additionally, both mothers and fathers perceived themselves to be higher on all aspects of parenting than their adolescents perceived them to be during both ninth and twelfth grades. In the longitudinal study, both adolescents and parents perceived levels of parenting to drop between the ninth and twelfth grades, except values toward achievement which did not change. Implications for interpretation of existing research and for considerations of future research are discussed.

**Reprinted with permission from** *Adolescence.*

### Biopsychopathologic risk profile of adolescents with eating disorder symptoms.

Canals, J., Carbajo, G., Fernandez, J., Marti-Henneberg, C. & Domenech, E. (1996). *Adolescence, 31*(122), 443-450.

The aim of this study is to determine whether there is a psychological and somatic pattern for adolescents with eating symptomatology. The Eating Attitude Test (Garner & Garfinkel, 1979) and other psychological instruments to evaluate self-esteem (SEI, Battle, 1981), personality (EPQ-J, Eysenck & Eysenck, 1984), school abilities (AAT, Thurstone & Thurstone, 1986), anxiety (STAIC, Spielberger, 1973) and symptoms of depression (CDI, Kovacs, 1983) were used in a sample of 515 adolescents between 13 and 14 years of age. Prevalence of risky eating attitudes was 12.4% for the girls and 8.3% for the boys. In general, a low level of self-esteem and a high level of anxiety were the most important predictors of eating symptomatology, but there were differences between genders. Girls with eating symptomatology exhibited a profile with more psychopathological traits. Heavy and corpulent subjects, boys or girls, form a group with a high risk of eating disorder. This suggests that the conjunction of psychological and somatic factors at the beginning of adolescence can be a useful marker for early intervention.

**Reprinted with permission from** *Adolescence.*

### Maternal employment and adolescent achievement revisited: An ecological perspective.

Paulson, S.E. (1996). *Family Relations, 45*(2), 201-208.

The purposes of this study were to examine the relations of maternal employment and attitudes towards maternal employment to achievement in adolescents and to explore the parenting characteristics that may mediate relations between maternal employment factors and achievement. In a sample of 240 ninth graders, maternal employment did not influence either adolescent achievement or maternal or paternal parenting style. However, adolescents whose mothers' and fathers' attitudes towards maternal employment were not consistent with mothers' employment had lower grades than other adolescents. Similarly, adolescents perceived these mothers whose attitudes were not consistent with their employment to value achievement less and to show less interest in schoolwork than other mothers. These maternal parenting behaviours (values toward achievement and interest in schoolwork) were found to mediate the relations between maternal attitudes and adolescents' achievement, but not between parental attitudes and achievement. Implications for practice are discussed.

**Reprinted with permission from** *Family Relations.*

### Attachment-to-home: A contributing factor to models of residential mobility intentions.

Earhart, C.C. & Weber, M.J. (1996). *Family and Consumer Sciences Research Journal, 24*(4), 422-437. © 1996 by American Association of Family and Consumer Sciences.

Traditional models of residential mobility use sociodemographic characteristics, housing characteristics, and residential satisfaction to explain the desire to move. This study compared the traditional mobility model with one that incorporated psychological attachment-to-home as an additional variable. Data were analysed for 198 subjects who responded to a mail questionnaire and in-depth telephone interview. Correlation analysis revealed that two attachment-to-home factors, as well as the respondent's age and dwelling satisfaction, were significantly related to mobility intentions. Stepwise multiple regression was used to develop two models and indicated that the model incorporating attachment-to-home factors explains more than twice as much of the variation in mobility intentions as the model using traditional variables alone.

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**Supplementary listing of articles:**

**A comparison of the household work of married females: The mid-1920s and the late 1960s**. Bryant, W.K. (1996). *Family and Consumer Sciences Research Journal, 24*(4), 358-384.

**Social class issues in family life education**. Hughes, R. & Perry-Jenkins, M. (1996). *Family Relations, 45*(2), 175-182.

**Effects of family structure on the adolescent separation-individualization process.** McCurdy, S.J. & Schurman , A. (1996). *Adolescence, 31*(122), 307-319.

## Foods and Nutrition
## Alimentation et nutrition

### Tracking nutrition trends, 1989-1994: An update on Canadians' attitudes, knowledge and reported actions.

Reid, D.J., Conrad, S.A. & Hendricks, S.M. (1996). *Canadian Journal of Public Health, 87*(2), 113-118.

The National Institute of Nutrition tracks changes in Canadians' attitudes, understanding and reported actions related to nutrition issues — particularly fat, cholesterol and fibre. Personal interviews were conducted in 1994 with a national sample of 1,953 adults, and the results were compared with data obtained in 1989. The number of people claiming nutrition is of considerable importance in choosing their food has increased from 59% to 66%. More Canadians are now concerned about fat (82% vs 71%) and "chemicals" in foods (76% vs 68%), and more are planning to further reduce fat or increase fibre intake. Forty-three percent report having excellent or very good eating habits. The apparent use of food labels, lower fat/low-cholesterol products and bran/high-fibre foods has grown in five years. Although awareness of nutrition terms has increased, understanding has changed little. The challenge is to build on consumer interest to reduce barriers to healthy eating through education and a supportive marketplace.

**Reprinted with permission from** *Canadian Journal of Public Health.*

### Audience responses to a risk communication message in four media formats.

Chipman, H., Kendall, P., Slater, M. & Auld, G. (1996). *Journal of Nutrition Education, 28*(3), 133-139.

This study compared consumer reactions to four media formats — video news release, video public service announcement, print news release, and newsprint column — that contained a parallel message about the use of agricultural chemicals in the food supply. Eight message evaluation sessions were held in four regions of the United States with 86 women. Based on their responses to a background questionnaire, the women were distinguished by level of concern for pesticide use and food safety, urban versus rural residence, and farm versus nonfarm employment. While all formats were favorably received, Likert-type scale reactions, cognitive responses, and some focus group comments showed audience preference for the video news release and newsprint column approaches. Consumers who indicated high concern for the pesticide/food safety issue responded more favorably to the two print formats than did the less concerned consumers. No such distinctions based on level of concern were found for the two broadcast formats. This work illustrates the dilemma communicators have in educating about controversial risk issues, that is, in creating messages that are considered objective and nonsensational, yet also maintain the interest of readers and viewers. Also, the study provides an example of combing in quantitative research designs with qualitative message evaluation focus groups.

**Reprinted with permission from** *Journal of Nutrition Education.*

### Attitudes and behaviours related to fruits and vegetables among low-income women in the WIC program .

Treiman, K., Freimuth, V., Damron, D., Lasswell, A., Anliker, J., Havas, S., Langenberg, P. & Feldman, R. (1996). *Journal of Nutrition Education, 28*(3), 149-156.

This article describes formative research conducted as part of a study aimed at increasing fruit and vegetable consumption among low-income women enrolled in the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). Focus group discussions and central location intercept interviews were conducted with WIC participants to answer questions such as (1) What are their food shopping, preparation, and eating habits? (2) What perceptions do they have about fruits and vegetables? (3) What barriers do they face to increased consumption of fruits and vegetables? and (4) What motivations and messages might be effective in promoting increased consumption? Results indicated that these women, while generally responsible for food shopping and preparation, did not cook extensively. They reported many positive perceptions of fruits and vegetables, but also identified barriers to increasing consumption, including lack of availability, time and effort to prepare, and preference for other foods. Several implications for nutrition interventions were suggested. First, a key motivation for these women was being a good role model for their children, suggesting a persuasive appeal to use in interventions. Second, review of the women's current eating behaviours led to an identification of five specific behaviours that had the most potential for increasing overall consumption. Finally, the findings suggested ways in which nutrition interventions could address each of the barriers identified.

**Reprinted with permission from** *Journal of Nutrition Education.*

### Assessing the quality of food intake with the 1990 Nutrition Recommendations: Four indicators proposed.

Beaudry, M., Galibois, I. & Chaumette, P. (1996). *Journal of the Canadian Dietetic Association, 57*(1), 7-11.

The new nutrition recommendations published in 1990, in addition to recommending nutrient intakes, emphasizes the equilibrium among nutrients, especially among the macronutrients. It is estimated that the better the population meets these recommendations, the better are its chances of remaining healthy. Taking into account the 1990 Nutrition Recommendations, we developed four indicators of the nutritional quality of food intake which could allow one to classify individuals or groups according to the degree to which they meet these nutrition recommendations: a global score and an energy score, each stemming from the nutrient adequacy ratio, a score based on the level recommended for a nutrient as the cutoff value, and a score based on two thirds of the level recommended for a nutrient as the cutoff value. These indicators were then applied to the data bank from the Quebec Nutrition Survey carried out under the Canadian Heart Health Initiative in 1990 ($n$=2118, ages=18-74 years) to see if they could discriminate among different 24-hour food recalls. Each food recall was rated on each of the four indicators. All four indicators discriminated among the recalls, but each seemed to capture different aspects; each indicator is thus deemed to be useful for different purposes.

**Reprinted with permission from** *Journal of the Canadian Dietetic Association.*

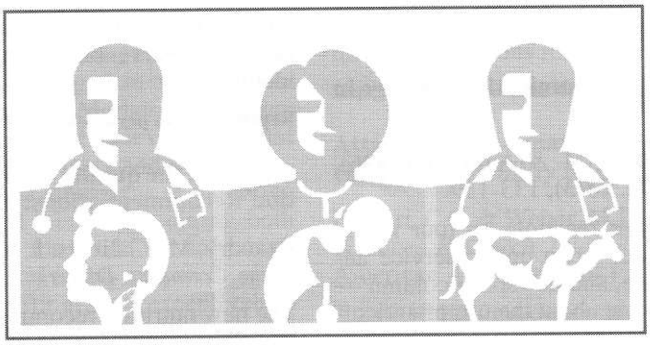
### Supplementary listing of articles:

**The development of a tool to assess the temperature of foods offered by a school lunch program.** Roebothan, B.V. & O'Brien, M. (1996). *Journal of the Canadian Dietetic Association, 57*(1), 25-29.

**Using quantitative and qualitative data to evaluate and refine a self-help kit for lowering fat intake**. Gans, K.M., Lovell, H.J., Lasater, T.M., McPhillips, J.B., Raden, M. & Carleton, R.A. (1996). *Journal of Nutrition Education, 28*(3), 157-163.

# New Developments...

*compiled by **Nancy E. Reddin***



## . . . In Resources

### The Family World-Wide

A variety of resources is available from the United Nations in English and other languages at no charge. Included are 19 occasional papers on topics such as Families in Exile and Reinventing Fatherhood; a wall-chart of statistics about World Families; reports from the International Year of the Family; and a report on the Impact of Economic and Social Changes on the African Family.

**Contact:** Division for Social Policy and Development, Department for Policy Coordination and Sustainable Development, United Nations, Room DC2-1379, New York, NY 10017, U.S.A.; phone (212) 963-5855; fax (212) 963-3062.

### Aboriginal Women and Violence

The Native Women's Association of Canada and the Canadian Council on Social Development have produced a booklet *Voices of Aboriginal Women. (Aussi disponible en français.)* The booklet provides first-hand accounts of six Aboriginal women's experiences with abuse and violence born of despair but met with personal strength and courage. Cost is $5.00.

**Contact**: Canadian Council on Social Development, 441 MacLaren, 4th floor, Ottawa, Ontario K2P 2H3; phone:(613)236-8977; fax:(613)236-2750.

### Violence Against Women - The Bottom Line

Violence against women is a very expensive problem in our society. According to a report by Tanis Day, entitled *The Health-Related Costs of Violence Against Women in Canada*, estimates of the measurable costs relating to health and well-being alone amount to over $1.5 billion per year. This is just the tip of the iceberg. A further study, *Selected Estimates of the Costs of Violence Against Women*, reports that violence against women in the areas of social services, education, criminal justice, labor, employment, health, and medicine costs at least $4.2 billion per year. These reports are available at $15.00 each from the Centre for Research on Violence Against Women and Children in London, Ontario; phone:(519)858-5033; fax:(519)858-5034; e-mail urpvio@owoadmin.uwo.ca

**Reprinted from:** Safety Canada, Spring/Summer 1996, p. 7.

### Teaching for Literacy

The Canadian Public Health Association's National Literacy and Health Program has produced a School Package for educators who teach college and university health professional courses. The package promotes the use of plain language and clear verbal communication so that health professionals communicate more effectively with their clients.

**Contact**: Deborah Gordon, Program Coordinator, National Literacy and Health Program, Canadian Public Health Association, 400-1565 Carling Avenue, Ottawa, Ontario K1Z 8R1; phone:(613)725-3769; fax:(613)725-9826.

### Women and Pensions

A series of fact sheets from the Canadian Council on Social Development, sponsored by Status of Women Canada, outlines the structure of Canada's retirement income system and its impact on women. (*Aussi disponible en français*). Cost is $3.00 for postage and handling charge.

**Contact**: Canadian Council on Social Development, 441 MacLaren, 4th floor, Ottawa, Ontario K2P 2H3; phone:(613)236-8977; fax:(613)236-2750.

### Women as Family Caregivers

A Symposium on Women as Family Caregivers, jointly sponsored by CHEA, the National Council of Women of Canada, Mothers as Women, and l'Association feminine d'education et d'action social, was held in November 1995. The bilingual Report of this Symposium is now available at no cost. Included in the Report are the ten papers presented at the Symposium and public policy recommendations.

**Contact**: National Council of Women of Canada, Ottawa, Ontario; phone:(613)232-5025; fax:(613)232-8419.

### Using Bread Machines

Fleischmann's Yeast has prepared a 76-page cookbook with colour illustrations and trouble-shooting guide. *Bread Machine Favorites* costs $5.99 (postage and handling included). Fleischmann's Yeast also provides a Baker's Help Line, available from 10 a.m. to 8 p.m. EST on weekdays.

**Contact**: Fleischmann's Yeast Bread Machine Favorites, P.O. Box 5080A, Paris, Ontario N3L 3W5; Help Line phone:1-800-777-4959.

### Program Evaluation

A guidebook, *Making a Difference: Program Evaluation for Health Promotion*, is designed for use by community organizations involved in health promotion program development and delivery. It presents the principles and processes of program evaluation and is intended to facilitate both relatively simple "in-house" evaluations and more complex evaluations by consultants. Cost is $21.95 plus $3.50 shipping and 7% GST.

**Contact**: Well Quest Consulting Ltd., 11511-125 Street, Edmonton, Alberta T5M 0N3; phone:(403)451-6145; fax:(403)451-5280.

### Materials for Adult New Learners

The Reading Council for Literacy Advance in Montreal publishes low-reading-level booklets for adults. Included in their publications list are fiction stories and non-fiction guides, which cover topics such as alcohol use, spousal abuse, mysteries, and humour.

Most publications cost $5.00 plus 50¢ for postage and handling.

**Contact**: RECLAIM, 3449 University Street, Montreal, Quebec H3A 2A8; phone:(514)849-3679; fax:(514)849-3670.

### Pretend Baby

Baby Think It Over™ ( is an educational tool for young adults. It is an infant simulator which looks, cries, and commands attention like a real baby. A probe in the simulator's back is attached to a hospital-style bracelet worn on the wrist of the assigned "parent," who is the only one who can quiet the crying infant. It comes as anatomically correct male or female dolls of four ethnicities, costing $389.00 each, and also as a drug-dependent Caucasian baby which costs $423.00. Also available are accessories including clothes and rechargeable batteries and a 14-minute video *Baby Think It Over: Some Decisions Last a Lifetime*.

**Contact**: All About Parenting, 829 Norwest Road, Suite 228, Kingston, Ontario K7P 2N3; phone:(613)384-1629; fax:(613)384-5754.

### Personal Finance

The Canadian Bankers Association has prepared a "Personal Finance Portfolio" which includes a 23-minute video made up of segments from the popular TV series *Street Cents*, a teacher's guide, and masters of activity sheets. Topics include budgets, cross-border shipping, cashing cheques, and credit cards.

**Contact**: Director, Consumer Affairs, Canadian Bankers Association, P.O. Box 348, Commerce Court Postal Station, Toronto, Ontario M5L 1G2; fax:(416)362-7705.

### Women and Smoking

The Canadian Public Health Association has revised the Facilitators' Guide for its *Stop Smoking: A Program for Women* and prepared a new accompanying 10-minute video of the same name. The program supports women to take control of their health and their lives by reducing or quitting smoking. The program is appropriate for any group of women but was particularly designed for those on low income. The facilitator's guide costs $35.00, video costs $15.00, plus $2.50 shipping and handling and 7% GST.

**Contact**: Canadian Public Health Association, 400-1565 Carling Avenue, Ottawa, Ontario K1Z 8R1; phone:(613)725-3769; fax:(613)725-9826.

### Food Preservation

Bernardin Ltd. has released a new information kit for use in secondary schools, colleges, and adult education; single copies are free to educators. The kit covers the history and science of food preservation, details primary food spoilage factors in food preservation, and explains differences between, and processing requirements for, low acid foods and high acid foods. It includes illustrated step-by-step instructions for processing each type of home canned food and eight recipe sheets covering jams and jellies, tomatoes, pickles, and pressure canning. These recipe sheets provide tips and information specific to the food preservation categories and an illustrated list of recommended utensils. The kit sheets may be copied for overhead projection and duplicated for distribution. The Education Kit comes with a colorful home canning poster and a sample copy of a step-by-step pamphlet on canning foods. Also available from Bernardin are a free-on-loan home canning video, a free subscription to *Consumer Newline* (home canning newsletter), or additional copies of the kit components for a nominal cost.

**Contact**: Susan Iantorno, Bernardin Ltd. 120, The East Mall, Toronto, Ontario M8Z 5V5; phone:(416)239-7723 ext. 28; fax: (416)239-4424.

### Public Education Conference

The five major papers from a national conference on public education held in May 1995 have been edited by the Canadian Teachers' Federation. The papers (*aussi disponible en français*) can be purchased individually ($3 each plus GST) or as a set ($12.00 plus GST). The papers are by Neil Postman — "What Does the Future Hold for Public Education?" Neil Brooks — "Left vs. Right: Why the Left is Right and the Right is Wrong," Jocelyn Berthelot — "On a Democratic Course or Drifting to Market Models," Lorna Earl — "Accountability in Education: Where Do Teachers Fit?" and Jane Gaskell — "Dilemmas of Educational Choice."

**Contact**: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4; phone:(613)232-1886; e-mail:info@ctf-fce.ca

### Population Health Promotion

A report from Health Canada, *An Integrated Model of Population Health and Health Promotion*, is now available. It builds on documents such as *A New Perspective on the Health of Canadians* (1974) and *The Ottawa Charter on Health Promotion* (1986) to develop a model that addresses the questions "On what should we take action?", How should we take action?", and "With whom should we act?"; examples of how the model can be used to operationalize this approach are also included.

**Contact**: Marketing and Partnerships Division, Health Canada, Postal Location: 1904B1, Ottawa, Ontario K1A 1B4; fax:(613)952-6032.

### Cards for Life Skills

The British Columbia Council for the Family has produced a set of three Family Life Skills cards which are designed to guide families through the process of resolving conflict, holding family council meetings, and improving communication. The cards are available in English at 75¢ per card, $2 for the set, 50 sets for $30, plus 15% for shipping and taxes.

**Contact**: Carolyn Usher, Publications Director, British Columbia Council for the Family, 204-2590 Granville Street, Vancouver, B.C. B6H 3H1; phone:(604)660-0675; fax:(604)732-4813.

### Guide pratique pour prévenir la violence faite aux femmes

Ce guide est conçu à l'intention de toutes les intervenantes et les intervenants qui veulent aider les femmes victimes de violence sur le milieu de travail. Vous y trouverez des idées pour sensibiliser vos membres et développer une orientation syndicale pour répondre au problème. Le guide aborde la violence infligée aux femmes à trois niveaux : dans la société, dans la relation conjugale et en milieu de travail. Ce guide est gratuit et disponible, en français seulement, à :La Fédération des travailleurs et des travailleuses du Québec, 545 Boul. Crémazie Est, 17e étage, Montréal (QC) H2M 2V1; Tél.:(514)383-8000, fax:(514)383-8001.

**Réimprimé de:** *Vis-à-vis-CCSD,* 13(1), Hiver 1995/96, p. 16.

### Chère Télé...ou comment regarder la télévision en famille

C'est une trousse multimedia d'atelier complète destinée aux groupes qui s'intéressent aux effets de la télévision sur les enfants. On y trouve un manuel de formation, une vidéo de formation, des clips télévisés, des cartes d'activités, des documents de référence, des fiches à distribuer et des feuilles d'évaluation. La trousse couvre plusieurs aspects de la télévision, y compris la violence à la télé, les annonces, la production et la programmation, et le passage à l'action. Elle est conçue pour permettre aux animateurs d'ateliers de créer leurs propres ateliers en choisissant les sujets, les activités, les fiches à distribuer et le matériel vidéo. Disponible en français ou en anglais pour 8 $ (pour défrayer les frais d'envoi) à L'Alliance pour l'enfant et la télévision, 344 Dupont Street, suite 205, Toronto, Ontario M5R 1V9; Tél.:(416)515-0466, fax:(416)515-0467.

**Réimprimé de**: *Vis-à-vis-CCDS,* 13(1), Hiver 1995/96, p. 14

### Communicating to the Public

"Getting Our Message Out" is a kit from the YMCA of Canada which provides practical information on how to communicate issues of social justice to the general public. In plain language, the kit discusses handling the media, organizing public education campaigns, writing effective letters to the editor, speaking in public, etc. Examples are included of campaigns that worked and tools such as checklists, sample news releases, and a list of resources. Cost is $25.

**Contact**: YMCA of Canada, Community Action on Violence Against Women, 80 Gerrard Street East, Toronto, Ontario M5B 1G6; phone:(416)593-9886; fax:(416)971-8084.

### Caring Communities

*From Dark to Light: Regaining a Caring Community* is a how-to package for delivering educational and self-help workshops on family violence and healthy family issues, designed specifically to meet the needs of northern people. There are seven books in the binder: a facilitator's handbook with information on workshop planning, group dynamics, and tools to use in groups, and six workshop activity books dealing with parenting skills, healthy relationships, spousal abuse, child sexual abuse, sexual assault, and abusive men's support groups. The package is available in English, French, or Inuktitut. It is free of charge to non-profit organizations in the Northwest Territories; a voluntary donation of $40 from others would be appreciated.

**Contact**: The Status of Women Council of NWT, Box 1320, Yellowknife, N.W.T. X1A 2L9; phone:(403)920-6177; fax:(403)873-0285.

## . . . In Products

### Flax as Fat

Milled flaxseed, with its high content of omega-3 fatty acids and fibre, can be used as a substitute for shortening or oil in quick bread recipes. One cup of milled flaxseed can replace 1/2 cup of butter, margarine, or cooking oil. Mill flaxseed in a coffee grinder to a granular, free-flowing meal, and store in a sealed, opaque container in the refrigerator or freezer. Check the loaf frequently during baking, as baked goods made with flaxseed tend to brown more rapidly.

**Source**: *Flax Focus, 9*(2), Spring 1996.

### Fabrics for Health?

Will textiles of the future be able to improve our well-being and not just our external appearance? Sun-sensitive fabrics, material which screens harmful UVB and UVC rays to allow gentle tanning through the fabric, will be developed into a wide range of wearable fabrics. Fabrics that adapt to prevailing weather conditions for military purposes and high-performance sports are being researched, for example, for keeping swimmers warm in the water. Phased ceramics and crystals are used in these fabrics to create a protective barrier between the human body and its environment. Ceramic fabric can also be used to make white swimsuits which do not become transparent when wet. Micro-encapsulation can be used to make fabrics which contain perfumes, for devotees of aromatherapy, or skin moisturizers, or even "slenderizing creams." These are some of the possibilities presented at the Interfilière show in Lyon, France, in fall 1995.

**Source**: *Apparel*, January-February 1996, pp. 24-26.

### Textiles and Bugs

Biotechnology, often called "farming with bugs," is presently used in the textile sector in enzymes for sizing and for more recent finishing treatments such as biostoning, as well as in waste treatment systems. In future, biotechnology may be responsible for the shaping and production of basic raw materials — fibres, polymers, and dyestuffs.

Cotton plants are transformed by fungal or bacterial genes to improve their fibre properties and performance or to increase their resistance to pests and disease. In future, biotechnology may be used to produce cotton which will withstand higher spinning speeds, have enhanced reactivity to dyestuffs, or have increased absorbency. There may even be a natural cotton-polyester blend, which has a biodegradable polyester core within the central hollow channel of the cotton fibre.

Research in wool is looking at producing finer wools from sheep that prosper in northern climates, developing species of goats and other animals that produce high value hairs, and making sheep shearing easier. Genetic modification of the silkworm is being investigated, with the intent being to overcome the worm's natural dependence on mulberry leaves and thereby make it possible to produce silk around the world.

Other "bugs" may also be used to make textiles. Spiders are already being "milked" by the U.S. Army for their silk which is used for bullet-proof vests. Microbial fermentation processes can be used to produce fabric-forming polymers, for non-fibre applications such as shampoo bottles and for medical and surgical implant applications such as sutures. Biocellulose fibre produced by certain bacteria which grow fine filaments of cellulose have been developed for applications such as stereo headphone diaphragms and specialized air filtration papers.

**Source**: *Textile Month,* June 1996, pp. 33-34.

## . . . In Ideas

### Home Baking as an Educational Tool

Recognizing that many schools are either dropping scratch baking as part of their home economics programs or have eliminated home economics altogether, the U.S.-based Home Baking Association has commissioned a paper detailing the skills developed by learning to bake from scratch. Aside from actually producing cookies or bread, students are learning to use multiple skills simultaneously. An effective home baking curriculum can develop skills and benefits in the areas teachers believe should be gained in home economics programs: nutrition, math skills, food science, self-esteem, team building, budgeting, consumer economics, goal setting, cultural diversity, and project management. The Home Baking Association is also expanding the distribution of its educational materials beyond schools, to reach extension agents, 4-H clubs, and Scout groups.

**Source**: *Milling & Baking News,* October 31, 1995, pp. 17-18.

### Environments for Alzheimer's Patients

Students in two Design and Environmental Analysis courses at Cornell University took on the challenge of designing living environments which would be safer and more comfortable for people with Alzheimer's disease and their caregivers. They identified common problems associated with Alzheimer's disease — confusion, combativeness, incontinence, and wandering — and then developed design concepts to address them.

The kitchen was designed to be safe, comfortable, visually simple, and easy to maintain. One key concept was having different accessibility levels for "safe" and "unsafe" activities. For example, nonsharp utensils, napkins, and towels would be stored in cabinets with see-through fronts and large, prominent knobs, making them attractive to explore. More dangerous items such as knives and appliances would be stored in cabinets with solid faces, unobtrusive handles, and safety latches. The cooktop could be folded up against the wall — out of sight and mind — when not being used by the caregiver.

The focus for the students designing the bathroom was to minimize elements that could cause the Alzheimer's patient to feel fear and to create a comfortable and familiar atmosphere. They proposed separating the areas used for toileting and bathing, and used a bathtub with features such as a spillway around the rim instead of a spigot (to eliminate the noise caused by gushing water which can be frightening) and a door in the tub wall for ease of entry. They specified incandescent lighting to give the room a warmer, non-institutional feel.

The problem of memory loss and wandering was addressed by the group designing the corridors. The interior passageways resembled sidewalks in a small, friendly town, with storelike façades for common areas such as the laundry and snack bar. The front of each apartment included a porchlike sitting area and a different façade, making each easier to find. Floorings and wallcoverings were visually comforting, easy to maintain, and, above all, safe.

**Source**: *Human Ecology News*, Spring 1996, p. 5.

### Toll-free Numbers as a Consumer Service

Since the early 1980s, an increasing number of food industry companies are offering toll-free "hotlines" for consumers. Calls are about anything and everything, from requests for recipes or where to find a certain product to questions like "what part of the egg is the egg white?" or complaints about product quality. For consumers, toll-free numbers are popular because they're easy and they're free. Although these numbers are neither easy nor free for the companies, they offer many benefits. First of all is customer satisfaction; for many customers, a toll-free help line is an expectation rather than a frill. Toll-free lines can provide a lot of valuable information to the company. They can reveal trends important to research and development, marketing, and distribution departments, for example a trend toward smaller household sizes, leading to a change in package size. They can alert a company to quality problems and should be part of an overall quality assurance program; calls regarding spoilage or safety could help a company avoid potential liability and litigation. Toll-free lines can also generate positive word-of-mouth, enhance corporate image, and decrease service costs. Telephone service is not the only means of customer contact — letters account for about one-fourth of customer contacts for many companies, and electronic communication through e-mail or Internet is being explored — but for both consumers and companies, they are an essential service.

**Source**: *Milling & Baking News*, November 14, 1995, pp. 22-27.

## . . . In Trends

### Energy consumption high compared to other countries

Canada's per capita energy consumption — equivalent to 5.84 tonnes of oil in 1993 — was higher than that in any other major industrialized country. A high standard of living, the vastness of the country, and the harsh climate partly explain Canada's high energy consumption. The primary reason, however, is an abundance of natural resources coupled with relatively low energy prices, which have encouraged the development of large energy-intensive industries such as chemicals, aluminum, steel, and pulp and paper. Much of the output from these industries is destined for foreign markets.

**Source**: *Canadian Economic Observer*, May 1995, Statistics Canada Catalogue 11-010, reprinted from *Canadian Social Trends,* Winter, 1995.

### Foodservice and Baby Boomers

Foodservice workers will be in demand by the year 2000 as a large number of baby boomers 35-54 years of age will account for 60% of foodservice spending. This age group will have increased 66% from 1990.

Sales of dietetic and less spicy foods will increase as the elderly population increases to 11.5% by the year 2000.

Restaurants offering good value and "something for everyone" will likely flourish over the next 10 years. Growth in spending by minority groups will influence choices in food to reflect lifestyles and taste.

As computers and technology improve, the trend to work at home will give restaurants offering "home delivery" the competitive edge.

Canadians over 50 favour table service and were more likely to visit and eat on-premise.

As babyboomers age, expect to see higher eater occasions in the casual/family restaurant environment.

McDonald's has made the news recently with their push to attract "mature" consumers by offering a new sophisticated deluxe hamburger.

**Reprinted from**: *Mainly Turkey Market Facts*, March 1996 and May 1996.

Canadian Home Economics Association
Association canadienne d'économie familiale

## 1996 CHEA AWARD WINNERS

*Fiftieth Annniversary Scholarship*
*Bourse du cinquantième anniversaire*
**Murielle Gaudet**
**New Brunswick**

*Silver Jubilee Scholarship*
*Bourse du vingt-cinquième anniversaire*
**James Baltus**
**Nova Scotia**

*Ruth Binnie Scholarship*
*Bourse Ruth Binnie*
**Arlene Skull**
**Manitoba**

*Federated Women's Institutes of Ontario International Scholarship*
*Bourse Internationale du Federated Women's Institutes of Ontario*
**Judith Mutooni**

*Mary A. Clarke Scholarhsip*
*Bourse Commemorative Mary A. Clarke*
**Tracy Woycheshin**
**Manitoba**

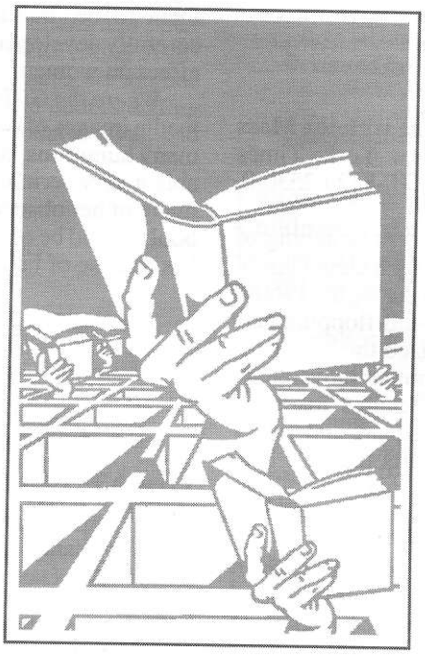
*Kraft Canada Inc. Undergraduate Scholarship*
*Bourse d'études de premier cycle de Kraft Canada Inc.*
**Theresa Wawrykow**
**Manitoba**

*Federation Award*
*Prix de fédération*
**Barbara Floyd**
**Ontario**

*CHEA Honour Award*
*ACd'EF Prix d'Honneur*
**Margaret Arcus**
**British Columbia**

# Book Reviews

## *compiled by **Sheri McBride***



**Listening For A Change: Oral Testimony And Community Development** by Hugo Slim and Paul Thompson. (1995). Philadelphia: New Society Publishers, 172 pages. Softcover,$14.95; ISBN Can. 1-55092-263-7, US 0-86571-304-9; Hardcover, $39.95; ISBN Can. 1-55092-262-9, US 0-86571-303-0.

*Listening For a Change* is part of the Panos Oral Testimony series. It is written as a guide for development workers, community organizers, and policy makers as they struggle to hear the voices of ordinary people that are central to community development around the world. Although the concept of listening to people is not new in development work, this project stresses the importance of accountability of the development establishment and "the expert." The authors emphasize the importance of adopting methods of listening that reveal the power of oral testimony gathering and presentation — oral testimony that does not ignore and leave out the awkwardness and messiness of ordinary people's views and stories. Listening to oral testimony allows development workers access to views and experiences of marginalized individuals and groups. Focusing on the hidden voices of groups such as women, on the spheres of individual's experience in areas such as family and work, and on the connections between such spheres of life as health and income has the potential to raise listening to an "art" rather than regarding listening during interviews as simply a practical way of gathering information. Listening is described here as cooperative, participatory, and committed to hearing people's voices in their own idiom.

This work offers extensive, varied, and practical suggestions for collecting, transcribing, translating, and interpreting ordinary people's views and perceptions of their situations, and effectively presenting and communicating these to influence those who can facilitate change. Three case studies from around the world describe specific development programs illustrating the usefulness and worthwhileness of oral testimony as process and as product.

As they disclose the strengths and weaknesses of using oral testimony, the authors caution and challenge those interested in development work. They explore the ethics of the process and the product. They look at some problems associated with this kind of study, in particular, potential misuse and misrepresentation of people's words and knowledge, and the difficulties in deciding what does and does not get presented from an individual's testimony.

In the endpiece, the authors call for the work to be considered as an introduction to the numerous ways people are trying to speak and listen to each other. It is to be considered as an open book, an ongoing project not yet finished. For home economists and others interested in development work this book about participatory development as an approach for achieving change and encouraging ordinary people to become change agents resonates with the participatory action research work being carried out by Linda Peterat and Gale Smith of the University of British Columbia and Lila Engberg of Guelph, Ontario.

***Reviewed by:***
*Annabelle Slocum, PhD*
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*London, Ontario*

**From the Mating Dance to the Cosmic Dance** by Swami Sivananda Radha. (1992). Palo Alto: Timeless Books, 154 pages. $18.95 (paperback).

The purpose of this book, according to the author, is to help people to achieve their full potential as human beings. It is categorized as a self-help book about relationships and spirituality. The author uses Yogic principles to try to explain to people how sex, love, and marriage can aid rather than hinder a person's quest for higher consciousness. It also suggests solutions to relationship problems from a yogic perspective.

For those of us unfamiliar with the Yogic viewpoint, the book provides a fresh and unusual approach to the practical aspects of sex, love, and marriage. The content of the book is based on the lifetime experiences of the author, Swami Radha, and her understanding of Yogic teachings. She uses a direct concrete approach to explain her perspective. The information is practical rather than theoretical.

My initial reaction was to discount the book. Superficially it did not align well with my personal philosophy. However, the book identifies many basic principles that could be considered universal in nature. The book provides an interesting "insight to consideration of the most basic human activities: sex, love, and marriage" and how a person can align these activities with the quest for spiritual fulfillment. The reader also gains a better understanding of Yogic philosophy, which, in and of itself, is interesting.

As a self-help resource, the book will be of interest to followers of Yogic philosophy. Others may have an interest in broadening their understanding of these teachings. Because it lacks a strong theoretical base, it is unlikely that it would be useful in the classroom. However, some may find it to be an interesting starting point for discussion on the topics of sex, love, and marriage, and spiritual development.

***Reviewed by:***
*Glenda Everett, PHEc, MS*
*Program Administrator, Lethbridge Community College*
*Lethbridge, Alberta*

**Where the Girls Are: Growing up Female with the Mass Media** by Susan J. Douglas. (1995). New York: Times Books, 348 pages. $19.95 (softcover). ISBN 0-8129-2530-0.

Were you aware that the seemingly innocent twitching of Samantha's nose in *Bewitched* was actually a clear sign of feminist revolt by North American women during the 1960s? Or that Jeannie's giggling-induced pony-tail-flopping persona (from *I Dream of Jeannie*) symbolized the establishment's backlash against the same feminist movement? These are just a few of the intriguing claims made by Douglas in this, her first book. In this smart and funny analysis of the mass media, Douglas charts the love-hate relationsip of baby-boom feminism and popular culture over the last fifty years, from *The Shirelles* and *Bewitched*, to *Charlie's Angels* and *Roseanne*.

While the feminist movement has obviously evolved greatly over this time period, there is one under-riding theme in *Where the Girls Are*: American women today are a bundle of contradictions because much of the media imagery they grew up with was itself filled with mixed messages about what women should and should not be and do. With direct references to movies, music, print advertisements, and television, Douglas points out how the media urged us to be both pliant, cute, sexually available, thin, blond, poreless, wrinkle-free, and deferential to men, and, at the same time, rebellious, tough, enterprising, and shrewd. Samantha, the lead character from *Bewitched,* is a perfect embodiment of this paradox. Samantha was a happy, respectable, suburban housewife who exerted power beyond the kitchen and the living room. She frequently engineered situations which portrayed her husband Darren as an authority figure. But it was her common sense, diplomacy, and intelligence, not Darren's, that produced the desired outcomes. In this manner, Samantha was a woman of the 1960s: she was passive and active, compliant with the role of suburban housewife, yet flouting her husband's authority (by using her magical powers despite a promise not to).

This same paradox is identified in detail in other forms of media, for example, Douglas's interpretation of movies from the sixties. In Chapter 3, "Sex and the Single Teenager," Douglas identifies a specific genre of movie popular at this time called "the pregnancy melodrama," which she claims reflected the impact the introduction of the birth control pill had on society at this time. At the heart of these films was the battle between American Puritanism and the new morality offered by the use of the pill. Douglas's application of this perception to the movie *Susan Slade* (and in particular to the beach scene) is something that no one who grew up during this era should miss! Douglas makes it difficult for us now to view these seemingly innocent teenage movies in the same naive light.

And it is this new perspective offered by Douglas that creates the most appeal for this book. While Douglas writes with wit, humour, and a great deal of fun, more important are her insights and observations which can be somewhat frightening. *Where the Girls Are* brings us to a new recognition of events all too familiar. The syrupy sweet tunes of the 1950s, the kitschy television shows of the 1960s, and the boppy beach movies of the same period are portrayed not as the light, trivial, and innocuous media pieces we have thought them to be, but are portrayed by Douglas as products carefully developed to have a strong and not always positive effect on women.

*Where the Girls Are* is a wickedly funny examination of media images of women over the last fifty years. It includes many humorous, barbed asides and quotes that make palatable a very serious and scholarly piece of research. While many of her observations may be seen as controversial, the book should be read by anyone who, as Gloria Steinem said, has a sense of humour, justice, and a t.v. set.

***Reviewed by:***
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*Charlottetown, Prince Edward Island*

**French Toast for Breakfast: Declaring Peace with Emotional Eating** by Mary Anne Cohen. (1995). Calif.:Gurze Books Ltd., 272 pages. $12.95 (softcover).ISBN 0-936077-22-0.

This book provides insight into a wide range of eating problems, from food and weight obsessions to anorexia and bulimia. Suggesting that many of these problems stem from unresolved emotional issues, it offers a variety of different techniques that could be used for treatment and a change to healthier eating patterns.

The author offers this information in a practical and easy-to-understand manner. There are dialogues from actual therapy sessions, answers to common questions, and exercises — all of which could assist the general reader or the professional dietitian to evaluate specific personal or client issues. Various treatment styles are discussed, such as the addiction approach, the non-dieting approach, habit-breaking, psychotherapy, and medication. An evaluation tool is provided to help the reader determine the most suitable treatment. An entire chapter is devoted to relapse, including warning signs, prevention, and what to do if it occurs. Some detail is provided on repeated dieting and the yo-yo cycle, and their effects on one's metabolism. As well, Cohen discusses natural or set-point weights which a person can maintain comfortably without rigid food restrictions or compulsive exercises.

*French Toast for Breakfast* also discusses how to recognize hunger rather than following external cues such as diet sheets. People should allow themselves to eat whatever they want without guilt and learn to stop eating when they are full. Practical exercises are provided which help determine the level of hunger and fullness and distinguish whether a person is physically or psychologically hungry. The book also teaches how to identify emotional states and vulnerable times which trigger eating problems and suggests alternative ways to handle the situation.

Cohen's main purpose in writing the book is to help promote the concept that one can receive pleasure and satisfaction from food rather than from dieting and deprivation. Furthermore, she makes it clear that individuals should love themselves no matter what their size and that they should work from the inside out towards personal health and happiness.

Cohen has provided the reader with information that could be useful to almost anyone but would be of special interest to those with food or body image issues to resolve or those who are trying to lose weight in a healthy manner. The content would also be of value to dietitians and other health professionals involved with clients with eating disorders. The book is thought-provoking and useful for anyone wanting to increase personal awareness and understanding of problems that could interfere with personal growth, and would be an asset to any library.

***Reviewed by:***
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*Charlottetown, Prince Edward Island*

**The Canadian Family in Crisis** (rev. ed.) by John F. Conway. (1993). Toronto: James Lorimer & Company Ltd., 237 pages. (paperback). ISBN 1-55028-421-5.

This small but complex book contains a wealth of material detailing the history of the family, changing family roles, and the impact of these changes on family members. Conway's theory is that today's Canadian family is in an unprecedented transitional crisis that is intimately linked both to women's struggle for equality and a lack of effective family policies. The book is extremely informative and interesting, but is so detailed that it would be impossible to absorb everything in one reading.

Well-documented, this edition has been updated with appropriate data from numerous sources including many Statistics Canada 1991 Census publications. It is divided into five sections. The first details the changing nature of the family past, present, and future. The next three sections discuss the roles taken and the problems encountered by children, women, and men within the traditional family structure. The last section of the book concludes with proposed directions in family and feminist policy that would help to ease the current crisis and positively strengthen the family structure for the benefit of all members.

Throughout history, the family has continuously changed and evolved to meet its members' needs, but the currently changing situation is described by Conway as a crisis of monumental proportions. Numerous statistics that illustrate the rapidly increasing rates of divorce, and wife and child abuse, are quoted as evidence that the current nuclear family with its traditional patriarchal style is no longer working. Conway suggests that a new alternative family style will gradually emerge from this crisis, but adds that the emergence from the current transitional phase will take much painful effort on the part of all of its members before the evolution of the new family style is complete.

The impact of social changes on men, women, and children, and the implications of divorce, comprise a large part of Parts II, III, and IV of the book. Conway uses these chapters to build on his thesis that resolution of issues such as these would be better addressed through comprehensive, more effective family policies that would acknowledge new non-traditional family forms. These family policies would include such things as day care; maternity, paternity and paternal leave; family breakdown, mediation, and counselling; family violence; and well-family clinics.

In conclusion, Conway traces, compares, and links the changing style of the family with women's struggle for equality in both the public and private spheres. In the last thirty years, we have seen profound changes in family style as women have gained more equality. Conway believes that the present crisis of the family will lead us to a stronger, much different, family, one that is based on true equality between men and women.

***Reviewed by:***
*Joy Knight, Bsc (Home Economics)*
*University of Prince Edward Island*
*Charlottetown, Prince Edward Island*

**Children and Trauma: A Parent's Guide to Helping Children Heal** by Cynthia Monahon. (1995). New York: Lexington Books, 209 pages. $17.95 (softcover). ISBN: 0-02-921666-4.

While written for parents, this book is very useful to anyone dealing with children who have suffered from extreme trauma. Monahon does an excellent job of simplifying a very complex topic with her logical approach, ease of readability, and useful tables. Each chapter ends with a synopsis of "Points to Remember" which is concise and helpful.

Monahon deals with terrifying situations, such as witnessing a parent's death, that leave a child feeling helpless to cope with life situations. She does not deal with normal childhood fears, such as fear of the dark. The needs of children who are abused are also addressed where the child's reaction is similar to that of those who are traumatized by a single parental event. Aside from the traumas themselves, Monahon also deals with issues such as factors influencing reactions to trauma, the healing process, and psychotherapy for psychologically traumatized children. Additional readings for parents are included.

I would highly recommend this book for any parent or caregiver of children. It would also be most useful in Family Resource Centre libraries.

***Reviewed by:***
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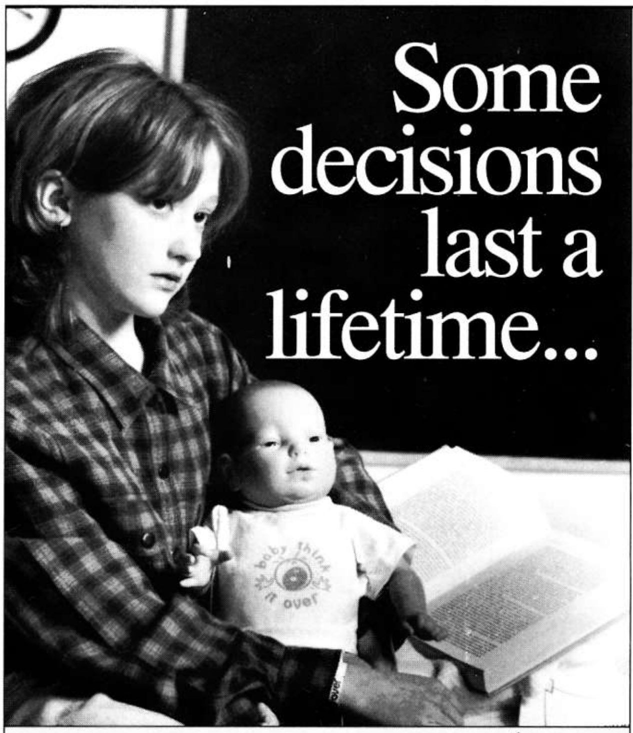
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